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ABSTRACT

This two-part manual is designed to assist employers who desire to retain, promote, or retrain their limited-English-proficient (LEP) workforce to meet the challenge of training and adaptation to job restructuring. This document contains manuals for both English-as-a-Second-Language (ESL) program developers and business/industry decision makers. Following a preview and planning guide checklist, chapters in the Handbook for Program Developers cover the following information: (1) conceptualizing and planning training programs; (2) training partnerships; (3) removing barriers to program participation by LEP employees; (4) trainee and program evaluation; (5) procedures for worksite-based literacy task analysis; (6) curriculum design and development; (7) methods and techniques of effective instruction; and (8) cross-cultural training in the workplace. The much briefer Guide for Decision Makers provides an overview of the most important features of workplace ESL programs. Its chapters cover training the emerging workforce, job-related English language training, recruiting and retaining workers in training programs, creating a partnership, and developing an action plan. Glossaries are included with each handbook. Contains 60 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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and

A Guide for Decision Makers in Business and Industry

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A Handbook for Program Developers

TABLE OF CONTENTS

FORWARD AND ACKNOWLEDGEMENTS iii

PREFACE v

PREVIEW AND PLANNING GUIDE CHECKLIST viii

1. CONCEPTUALIZING AND PLANNING TRAINING PROGRAMS . . . . 1.1 - 1.37

Chapter 1 begins the Handbook with essentials for program planning including needs assessment, performance indicators, staff time requirements and nine major areas of coordination.

2. TRAINING PARTNERSHIPS . . . . 2.1 - 2.16

Chapter 2 discusses why partnerships are formed, possible arrangements and benefits, procedures for establishing, and examples of partnerships.

3. REMOVING BARRIERS TO PROGRAM PARTICIPATION . . . . 3.1 - 3.12

Chapter 3 explains the need for support services for LEP employees and how to identify and provide them.

4. TRAINEE AND PROGRAM EVALUATION . . . . 4.1 - 4.40

Chapter 4 provides an overview of the major types of evaluation and the uses of evaluation data. It presents descriptions of evaluation techniques, instruments and tests and includes examples and excerpts of relevant instruments.

5. PROCEDURES FOR LITERACY TASK ANALYSIS . . . . 5.1 - 5.20

Chapter 5 gives an overview of language and literacy task analysis and workplace literacy, and shows how to conduct an analysis at a worksite. It includes examples of forms used and data collected.

6. **CURRICULUM DESIGN AND DEVELOPMENT ..... 6.1 - 6.29**

Chapter 6 begins with defining curriculum and its importance. It then takes the reader through the process of setting goals, deciding on objectives and content, and planning lessons. Extensive examples and resources are included.

7. **METHODS AND TECHNIQUES OF EFFECTIVE INSTRUCTION .... 7.1 - 7.40**

Chapter 7 presents basic methods and techniques for adapting oral and written instruction for LEP adults and for the use of employees' native language. It then presents a collection of relevant activities and exercises for instruction.

8. **CROSS-CULTURAL TRAINING IN THE WORKPLACE .... 8.1 - 8.37**

Chapter 8 begins with background information on culture and cross-cultural issues in the workplace. It goes on to discuss the goals and benefits of cross-cultural training and presents the key steps in planning and implementing cross-cultural awareness workshops.

GLOSSARY .... A.1 - A.3

FORWARD AND ACKNOWLEDGEMENTS

The following handbook and guide were developed as part of a project funded by the U.S. Department of Education, Office of Vocational and Adult Education (OVAE), and contracted to Development Assistance Corporation (DAC) with a subcontract to RMC Research Corporation. The purpose of the project was to investigate how Bilingual Vocational Training (BVT) could be adapted, drawing from related fields such as adult English as a Second Language (ESL), vocational ESL (VESL), workplace literacy and cross-cultural training, to provide effective job-related language and literacy training for limited English proficient (LEP) employees, and to promote this type of training through partnerships between educational agencies and private industry.

The project staff developed drafts of the handbook and guide and field tested them while working with nine partnerships around the country. The partnerships were provided with technical assistance, staff development workshops, consultations, materials, etc., to further the development and implementation of their programs serving LEP employees. The staff of both the educational agencies and companies were also very helpful to us by providing feedback on the drafts and examples from the sites to use in the handbook and guide.

Our greatest debt in the development of these products is to the numerous staff of the nine partnerships who reviewed the handbook and guide, attended our workshops, allowed us to visit classes and worksites and whose dedication to meeting the challenge of developing effective partnerships with quality training for LEP workers was admirable. The nine demonstration partnerships were:

Hacienda La Puente Adult Education -- La Puente, CA and
Michelin Aircraft Tire Corporation

Tacoma Community House -- Tacoma, WA and
Marriott Hotel

Refugee Federation Service Center -- Seattle, WA and
ELDEC Corporation

Jefferson County Adult ESL Program -- Lakewood, CO,
Templo Calvario and Bar "S" Foods

North East Independent School District, Community
Education -- San Antonio, TX and HEB Foods

Normandale Community College Small Business
Development Center, Project Directions -- Edina, MN and
United Mailing

Fairfax County Public Schools, Department of Adult
and Community Education -- Falls Church, VA and
First American Data Services

Middlesex County College, Institute for Management and
Technical Development -- Edison, NJ and
W.C.I. Home Comfort Division

Norwalk Community College -- Norwalk, CT and Pitney-Bowes

In addition to the staff of the partnerships, the Advisory Group for the project also reviewed the drafts and gave invaluable comments and suggestions for revisions which were incorporated into the drafts before they were field tested at the sites. The members of the Advisory Group were: Candy Brown, George Koch, Nick Kremer, Bob Martin, Frank Mensel, Ron Munia, Ruth Petkoff, Roni Posner, Harold Sahm, and Chui Lim Tsang.

Three staff members of OVAE, Nancy Smith Brooks, Laura Karl, and Marian Banfield also contributed to the development of the handbook and guide by reviewing drafts, giving ideas and participating in some of the project's activities. In particular, Nancy Smith Brooks, the Project Officer, gave her comments and assistance at every stage of the products' development.

We would also like to acknowledge other DAC staff: Paula Rhodes for assistance in compiling a directory of partnerships from which the nine were chosen, and Beth Giguere and Mary Ana Heath for the quality production of the handbook and guide.

RJT
JG
DJC
LAB
CMH

PREFACE

Training in language, literacy, technical and cultural skills for limited English proficient (LEP) workers already on the job is often needed to improve their current job performance. But such training must often go beyond the current job. Employers find LEP workers hardworking, motivated and desirable employees whom they wish to retain or promote. The challenge is that these workers often lack the language, literacy, and cultural skills necessary to benefit from training which might help them upgrade their positions or adapt to job restructuring. Job restructuring has become more common in business and industry in the past few years, and promises to continue as a result of such features as market changes, increased computerization, total quality management, and statistical process control. **This handbook is designed to assist employers who desire to retain, promote, or retrain their limited English speaking workforce to meet the challenge of training and adaptation to job restructuring.**

The handbook was developed for personnel who provide training to limited English proficient employees in private business and industry. This group might include job trainers, supervisors, training directors or coordinators, human resource managers, and language teachers such as English as a Second Language (ESL) teachers or Vocational English as a Second Language (VESL) teachers.

Our experience is that such personnel are familiar with the special training needs of limited English speakers to varying degrees. Training personnel also vary widely in their familiarity with special training techniques and materials for addressing the needs of this population. As a result, we have assumed a wide range of presentation and coverage, from an introductory level to a fairly advanced level.

As a comparison piece to the handbook, we developed **A Guide for Decision Makers in Business and Industry.** The guide provides an overview of the essential features of this type of training, how to develop programs, and whether to develop them through a partnership or not. The audience for the guide is primarily business managers and human resource personnel, while the audience for the handbook is program developers and trainers from both educational agencies and companies.

The material presented herein has a foundation in the concept of Bilingual Vocational Training (BVT). That is, as we searched for approaches to effectively train LEP employees in English and job skills, we settled on BVT as highly promising. BVT is job training for persons of limited English proficiency in a program which uses both the trainees' native language and English during instruction. BVT is provided for LEP individuals because of their inability to benefit from vocational or job skill training provided only in English. As the training program progresses, along with the trainees' English language proficiency, the trainers increase the use of English and decrease use of the native language. BVT teaches both the job skills and the English language skills needed for satisfactory performance in work environments. In adapting this model to job-related language and literacy skill training programs for LEP employees in private industry, we begin with three core features:

1. **Job skills instruction that is comprehensible to LEP employees**: job skills instruction that uses both English and trainees' native languages, as appropriate, for focused and efficient learning.

2. **Language support concurrent with the job skills training**: this instruction (often called Vocational English as a Second Language or VESL) focuses on the vocabulary, grammar, and other English language skills needed both during job skills training and during job performance.

3. **Close coordination of the two above**: which sounds obvious, but is either done inadequately or not at all.

In training programs in the workplace, the native language is used when it is an aid to meeting job performance objectives (e.g., safety instruction or particularly complex job procedures) and related English language objectives (e.g., understanding a new English term). Interested readers can use the references at the end of the **Preview** chapter for further information on BVT.

It is not necessary to study this handbook from cover to cover. If you are developing and implementing training for LEP workers for the first time, you will find it useful to study **Chapter 1: Conceptualizing and Planning Training Programs** quite thoroughly. If you have considered these special needs before but don't feel comfortable with the solutions found so far, then the first chapter is also for you. In order to determine which among the other chapters are most immediately useful for you, we recommend that you study the brief **Preview** and answer the questions in the Planning Guide Checklist that preceeds the main text.

As is usual with a handbook of this sort, not everything can be covered, nor can everything in it be covered in enough depth to meet the needs of all program developers or trainers. Therefore, we have included references in each chapter for the reader who wishes to study further. We were selective about the references, however, so as not to deluge the reader with an exhaustive set. We believe the references selected address the heart of the topics in a comprehensive way. Each also will open up still further references for those who desire them.

As you use this handbook, we wish you increased success in developing your training programs for employees who are limited English proficient, an important and growing population in the American workforce. We also encourage you to share your successes with others, for interaction among those doing training on the "front lines" is a rich source of stimulation for all of us -- and we are truly all in this together.

PREVIEW AND PLANNING GUIDE CHECKLIST

We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time.
(T.S. Eliot)

The fact that you are reading this handbook makes it likely that you have in some manner explored ways of addressing the job-related skills and English language training needs of limited English proficient (LEP) employees in private industry, and you are searching for better ways to meet those needs. We intend to start you out on a particular search for effective methods and techniques, with the hope that by the end you will be able to address those needs in a more effective manner than before, as if you would come to know the solutions to the problems "for the first time."

Planning Guide Checklist

You have three options at this point for what to do next:

1. Work through the chapters in the order they are arranged, an order that was found to be most logical by program personnel who tested earlier versions of this Handbook. This is recommended if you have little experience developing programs of this type.

2. Work through the rest of the Handbook in whatever order of chapters you wish.

3. Answer the following questions to determine in which areas you need the most immediate help, and then refer to the corresponding chapters.

If you are going the route of #3 above, consider the following set of questions as a checklist which you can use to analyze your present program's status or needs. Those questions to which you answer YES indicate an area that is not likely a high need for you. Those to which you answer NO indicate a likely need area and you should turn to the chapter identified after the question.

Preplanning Questions

1. Language Training and Job Performance Coordination

a. Do your job trainers and supervisors, and English language trainers work together satisfactorily to develop effective training programs?
YES ___ NO ___ (Chapter 1)

b. If you are an industry/education partnership, do the administrators of the program in both partners have a workable agreement of organizational arrangements to run the program, or do they meet regularly to ensure administrative coordination?
YES ___ NO ___ (Chapters 1 & 2)

2. Training Partnerships

a. If you have an industry/education partnership, are the terms of implementation of that partnership sufficient to clarify the responsibilities of each partner and to bring all the resources available to bear on the training needs?
YES ___ NO ___ (Chapter 2)

b. If you do not have such a partnership and would like to, are you fully aware of the procedures for setting up effective partnerships?
YES ___ NO ___ (Chapter 2)

3. Removing Barriers to Program Participation

Do you already have successful means for addressing barriers to participation for your LEP employees, such as transportation, child care, or personal/social support?
YES ___ NO ___ (Chapter 3)

4. Trainee Assessment and Program Evaluation

a. Do you have a process for assessing or measuring the job-related language and literacy needs of your LEP employees?
YES ___ NO ___ (Chapters 4 & 5)

b. Does that process assess their needs specifically enough to help you plan a training program?
YES ___ NO ___ (Chapters 1, 4 & 6)

c. Do you have a process and set of measures for assessing the degree to which the trainees achieve the desired competencies in their training programs?
YES ___ NO ___ (Chapter 4)

5. Job-Related Language and Literacy Skills Assessment

Has anyone systematically analyzed or performed a formal audit of the communication and literacy skills required in the jobs which LEP employees hold in your area(s) of concern?
YES ___ NO ___ (Chapter 5)

6. Curriculum

a. Do you have a curriculum that contains a detailed set of goals, objectives, content topics and instructional materials, that are adapted to LEP employees and that relate to the language and literacy task analysis?
YES ___ NO ___ (Chapter 6)

b. Do you have curriculum and instructional materials that address the needs of your particular trainees, in terms of job-related language and literacy?
YES ___ NO ___ (Chapters 6 & 7)

7. Instructional Adaptation for LEP Employees

a. Are your language and job skills trainers experienced and specially trained in techniques for adapting instructional procedures to LEP adults?

YES ___ NO ___ (Chapter 7)

b. Are your trainers familiar with a number of activities and exercises for LEP instruction?

YES ___ NO ___ (Chapter 7)

8. Cross-Cultural Communications and Understanding

a. Has your firm examined whether or not increased understanding and communication among the native English speakers and speakers of other languages would enhance job performance or other desired workplace features?

YES ___ NO ___ (Chapter 8)

b. If your firm has examined the factors in question 8.a. and found a need for increased understanding and communication, do you have satisfactory training or team-building approaches to help address such a need?

YES ___ NO ___ (Chapter 8)

References

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Chapter 1:

CONCEPTUALIZING AND PLANNING TRAINING PROGRAMS

Right people. Right place. Right time.
(Native American traditional saying)

Introduction and Purpose

In this chapter we introduce you to the essential steps in designing, planning, and coordinating training programs for limited English proficient (LEP) employees in private industry. We begin by discussing how to conduct a needs assessment that will focus the program on the key jobs, tasks and participants. We explain a process for establishing achievable goals for the program. We also discuss the essentials of program planning and coordination. Later chapters provide specific information on how to implement workplace English as a Second Language (ESL) programs.

What's In This Chapter?

1. A brief discussion of the essentials of program planning and needs assessment, including performance and productivity indicators.
2. Key points to consider in planning and estimating staff time.
3. Sample needs assessment questions.
4. A discussion of the nine key areas of coordination and the special staff responsibilities for coordination.
5. A case study and exercises for developing strategies for coordinating programs in the workplace.

Overview of Training Programs for Limited English Proficient Employees in Private Industry

As we move into the 1990s there is increasing interest on the part of the private sector in workplace literacy training, particularly for the increasing numbers of employees with limited English language proficiency. The reasons for this interest and the training approaches being used are documented in a variety of sources and analyzed in Industry-Based Bilingual Vocational Training: A Review of Related Literature (Cichon, Grover, & Thomas, 1990). In brief, an increasingly substantial portion of the American workforce consists of immigrants, refugees, and other minorities who are not proficient in English. The changing nature of the marketplace requires more training and retraining of line workers than ever before. Employees whose English proficiency is limited present a special challenge for training because of language and cultural barriers to their participation in training for improved work performance or job advancement. Companies often face difficulties in planning and implementing programs for this population.

In this handbook we define *workplace literacy* as:

> *the integrated use of reading, writing, listening, speaking, mathematics and related cognitive skills to perform job-related tasks. This often requires the application of prior experience.*

Research in workplace literacy has shown that the literacy skills needed on the job differ in a number of important ways from those required in academic settings. This definition points out that experienced workers bring prior experience to the performance of job-related reading, writing and computation tasks, and often carry out these tasks from oral instructions and/or discussion with coworkers. Further, job tasks are often repetitious and performed in order to do something rather than to learn something. For example, a worker may refer to a manual in order to look up a specific piece of information needed to adjust a machine rather than to learn how to adjust the machine, a skill learned by doing the job rather than reading about it.

The job-related approach to workplace language and literacy instruction that we advocate in this handbook is often referred to as the *functional context approach.* This approach uses actual job materials and simulations to teach the applications of basic oral language, reading, writing, computation and reasoning skills needed to perform job tasks competently. In providing services to LEP adults, it also addresses the language functions and cross-cultural issues that affect their work performance.

Program Planning and Needs Assessment

When a company considers implementing a workplace program for its LEP employees, it must first decide whether it has the expertise within its training department to conduct such training, whether to hire a consultant to assist in developing the company's capacity to do so, or to form a partnership with an educational agency. **Chapter 2: Training Partnerships** provides in-depth information about developing partnerships.

Whatever approach is chosen, mid-level management is likely to be given the responsibility for program planning. It is important, though, to have the informed commitment of top managers. This will help to ensure that the program survives the challenges of its initial implementation phase and receives ongoing support. An initial planning meeting should be attended by representatives of top management, mid-management and the educational program planner and curriculum developer.

Key issues and topics to be covered at this meeting include:

- company employment and workforce skills needs (which are likely to be influenced by the demographics described in *Workforce 2000)*
- company concerns about the basic skills of its current workforce
- possible performance and productivity indicators of need
- an overview of the functional context approach to workplace literacy training
- an overview of the cross-cultural communication issues in multicultural workplaces
- initial planning for conducting an assessment of company needs for literacy training
- the structure for planning and coordinating the program, including an advisory panel
- the availability of resources, both in-house and in the wider community

Staff time must be budgeted to conduct the needs assessment as well as to set program goals, to plan program evaluation strategies, to develop curriculum, and to address ongoing program coordination and administration. Outcomes of the initial planning meeting should include a commitment to implementing a workplace ESL program, the appointment of a representative of management to administer the program, initiation of a process to establish an advisory group, and commitment of company resources to finance the program.

The total cost of the program must include planning as well as instructional costs, inkind contributions, and worker incentives for attendance, such as attending class on work time. Exhibit 1.1 provides information on estimating staff time for implementing a workplace ESL program using the functional context approach. These estimates can be scaled down for small programs that are providing one class.

Points to Consider in Planning and Estimating Staff Time

- Successful workplace programs require communication and coordination among key employees. Their time should be counted as an inkind donation by the employer to the program.

- Time for program planning, conducting literacy task analyses, setting goals and objectives, designing trainee assessments, developing customized curriculum and lesson materials is essential. The total program development lead time can be reduced by spreading the time among more instruction staff members.

- Evaluation activities are ongoing throughout the project and should be planned in at the beginning of the program.

- Employees new to the United States, and whose English proficiency is limited, often need bilingual counseling regarding American concepts of lifelong learning, retraining, and job promotion. In many cultures these possibilities do not exist, consequently, counseling is often essential to recruiting these employees and keeping them in the program.

Performance and Productivity Indicators

Performance and productivity indicators should be discussed from management's perspective at the initial meeting, looked at in more depth by the planning committee or advisory panel, and focused on during the literacy task analysis to be conducted as part of the needs assessment. These indicators include:

- **Critical tasks** -- Learn which tasks when performed poorly by workers are most likely to lead to damaged products, safety hazards, personal injury, and cost to the company.
- **Frequent mistakes** -- Specify tasks in which mistakes are frequently made in order to identify competencies needed by workers with poor basic skills.
- **Promotability** -- Examine the tasks of jobs to which workers are promoted in order to identify literacy skills required for successful promotion.
- **Retraining** -- Identify new equipment or processes workers must learn to operate or master as the company implements new technologies or processes.

Needs Assessment

Once there is initial commitment to the program, a careful needs assessment must be conducted, probably by the curriculum developer and workplace ESL/literacy instructor. The needs assessment should consist of a systematic assessment of performance and productivity indicators and include:

- a tour of the worksite
- interviews with relevant supervisors
- a complete literacy task analysis of appropriate jobs
- a focus group with those observed during the task analysis to confirm observations
- an assessment of cross-cultural training needs

More detailed information on site tours and conducting a literacy task analysis can be found in **Chapter 5: Procedures for Literacy Task Analysis**. Also refer to Exhibit 1.2 which shows a needs assessment questionnaire developed by Reed (1984) for addressing the needs of the workplace for cross-cultural training.

After the needs assessment has been completed, the advisory panel or steering group should be convened to:

- establish program goals and objectives
- plan evaluation strategies
- establish a plan for ongoing coordination among participating groups

Importance of Coordination

Experience has shown that successful workplace programs intentionally and systematically coordinate their activities on a variety of levels. More than simply helpful, this coordination is essential to ensuring that LEP employees quickly develop the abilities they need to be successful on the job. The purpose of this section is to clarify and highlight the areas in which coordination is necessary, and to present strategies to help you accomplish effective coordination in each area.

We present nine areas in which coordination is needed and tips on how to attain coordination in each area. Following this, we will look closely at the particular roles of the principal players: management, supervisors, job trainer, language trainer, the education agency director and union representatives. To help put these ideas into the perspective of daily business practice, we will analyze the situation of a New Hampshire light industry, and use our understanding to develop strategies to meet its training needs.

Training LEP Employees in the Workplace: Areas Requiring Coordination

Current models for training LEP persons in technical or job skill areas have evolved from many sources. The model called Bilingual Vocational Training (BVT), described in the **Preface**, evolved over the last fifteen years of direct federal support to BVT programs that prepare LEP adults for employment. Other influences have come from the experience of public schools, where teachers have had to face the challenge of effectively teaching subject matter, including science and math, in English to an increasing number of LEP persons not served by direct bilingual programs.

Over the years practitioners, including many directly preparing LEP trainees for jobs in the private sector, have had the chance to test, review and adapt their ideas under real implementation conditions. The lessons learned from these experiences consistently demonstrate the importance of systematic coordination to the success of any LEP training program. Figure 1.1 provides an overview of the key areas of program coordination.

FIGURE 1.1: Nine Key Areas of Program Coordination

# 1. Determining Program Goals and Policies
# 2. Identifying Workers' Competencies for Mastery
# 3. Developing Selection and Placement Criteria
# 4. Designing Curriculum and Scheduling
# 5. Developing Materials
# 6. Implementing Instruction
# 7. Planning and Conducting Staff Development
# 8. Developing Support Services
# 9. Evaluating Program Success

Coordination Area #1: Determining Program Goals and Policies

All employers seek skilled, dependable workers. Workers and their representatives, for their part, seek challenging, rewarding and stable working conditions. To be successful, programs for training LEP employees must take into consideration both parties' needs from the beginning, and come to agreement on the program's goals and policies.

Important questions to be answered in this area include the following:

1. Will the program result in a level of language and job skill proficiency sufficient only for an entry-level position, or will the program continue to build the skills necessary for advancement?

2. Is the successful participation in the training a condition of employment or advancement? How will it affect salary and working conditions?

3. Do the goals include bringing the workers to the level where they can benefit from other employee training programs not specifically designed for LEP adults?

4. Does participation in the training program signify a long-term commitment of the employer to the employee, and vice versa?

Some of these questions, for example question number 2, may be the special purview of management and of worker representatives to answer. Others will require coordination between those parties and others, such as the instructors, for resolution. As we discussed earlier, the bottom line is that the program must have a clear sense of its scope and purpose before it begins. Partners and participants must know where they are heading and why.

STRATEGY

- Assign a program coordinator to guide the process from the design through to the implementation stages. Specify that the coordinator's responsibilities include polling all concerned parties, gathering information from other businesses and education agencies that are implementing similar projects, and reviewing documents that can guide the program's implementation. If possible, the coordinator should develop a written plan that includes a clear statement of the program's goals and policies.

- Establish an advisory panel or group of key planners. This group should include representation from all involved parties and can advise the coordinator, or management directly, on project concerns from conceptualization through to implementation. Its purpose is to spearhead the development of clear consensual program goals and policies (see **Chapter 2: Training Partnerships**; Step 4: Organize Planning Teams).

Coordination Area #2:
Identifying Workers' Competencies for Mastery

Once the program's goals and policies have been set, specific job-related literacy competencies must be identified. These may be as straightforward as learning how to key-in simple numbers in a data processing operation, and learning the related language needed to ask for and understand clarification and direction from a supervisor. Or they may be more complex, requiring mastery of a series of related skill and language competencies in order to fully assemble and service a postage meter while interacting with coworkers and supervisors using the English language in quality circle groups.

Identifying these competencies will require coordinating information from all key players: managers, unions, workers' representatives, instructors (both job skill and language if such training is concurrent), supervisors, as well as employees who currently demonstrate mastery. In some instances a complete literacy task analysis, as detailed in **Chapter 5: Procedures for Literacy Task Analysis**, may be needed. In other instances, where a general ESL program is to be provided, a simple clarification of the most critical language and literacy skills with the advisory group will suffice.

STRATEGY

- Making certain the ESL instructor works closely with the advisory group and with the direct supervisor of the LEP workers to discover and define job-related competencies to be taught. Sometimes job skill and English language and literacy training are provided concurrently. In those instances, the skills trainer and the ESL instructor should work as a team to plan and coordinate instruction. If employees are already proficient at their jobs but need training to enable them to perform language and literacy related tasks more effectively, planning and ongoing coordination will be carried out between the instructor and the employees' supervisor. Since job tasks are constantly changing, provision must be made for this coordination to continue even after the initial competencies have been identified and instruction has begun. In most businesses there will be a need for constant upgrading and revision of the competencies.

When creating the objectives related to various competencies, it is important to think in terms of what the workers must be able to understand, do, and feel in order to be successful on the job. At this point it is important to resist approaches that focus exclusively on task competencies--the ability only to do something. While task competencies are vitally important they are not sufficient for adequate job performance or for job satisfaction. As we will learn in **Chapters 3: Removing Barriers to Program Participation** and **Chapter 6: Curriculum Design and Development**, the extent to which LEP employees understand their roles, and the way they feel as part of the working group, can have a strong impact on the job performance of all workers. Figure 1.2 illustrates a typical, though partial, set of objective statements resulting from this level of coordination in a dashboard assembly plant. Additional examples of objective statements can be found in **Chapter 6: Curriculum Design and Development**.

FIGURE 1.2: Typical Program Objectives

By the end of the training, participants will be able to:

1. **Demonstrate, through discussion in English, an understanding of the assembly line worker's role in the production process in relation to the role of the warehouse workers, the shipping department, the quality control group, the line supervisors and management.**
2. **Explain and demonstrate to another worker, through practice on a simulated production line, how to use a pneumatic rivet gun in the assembly of bus dashboards.**
3. **Demonstrate, through role plays, awareness of, and sensitivity to, the social needs of their coworkers in team working situations and on breaks.**

Coordination Area #3: Developing Selection and Placement Criteria

Whether new LEP employees are being trained in preparation for a new job, or whether current LEP employees are being taught to function more effectively in job-related language and literacy skills, or whether LEP employees are being recruited for a skill upgrading program, selection and placement criteria need to be developed. The central concern is to identify the level of skill, or kind of background, necessary to enter and successfully complete the training. **Chapter 4: Trainee and Program Evaluation**, will be a helpful reference on tests and procedures to assist in this process. Figure 1.3 lists the areas of primary concern.

Again, the need for coordination in identifying the selection and placement criteria is apparent. Management, instructors, supervisors, and coworkers may each have different factors they would like considered in the selection process. Because the central question to be answered here is *"Who is the right person for this kind of a training program?"* workers already doing jobs that are the same or similar to the ones the program will train for can provide substantial guidance here. Whatever approach is taken, assessment results of individual workers should be kept confidential and should be available only to those planning and implementing instruction.

STRATEGY

- Following-up on the identification of competencies for mastery, the instructors should develop the selection and placement criteria. These criteria should be presented to the principal parties in a group meeting for comment and revision. Again, workers already doing the jobs for which the new LEP recruits will be trained should be substantively involved in this activity.

FIGURE 1.3: Primary Areas of Concern for Selection & Placement

LANGUAGE: Is some minimal level of English necessary even to begin the training? In which areas: reading, writing, listening, speaking?

JOB SKILL: Does the training plan presume a familiarity with certain tools or processes?

PHYSICAL ABILITY: Will the work require a certain level of strength or a certain kind of dexterity to perform that will not be developed through the training program?

CULTURAL KNOWLEDGE: Is a certain level of knowledge of the workplace culture assumed?

Coordination Area #4: Designing Curriculum and Scheduling

With the goals and policies agreed upon, the worker competencies identified, objectives set and the selection criteria specified, the training curriculum can be designed. Coordination at this level is primarily between the line supervisor (or if applicable, the job skills instructor) and the ESL instructor, though if others have been involved with a language/literacy task analysis they too should be included.

At this stage discussion often focuses on how to teach language through job-related materials and simulations, or how to teach English through the content of the job training. If such training is concurrent with ESL instruction, the job skills and ESL instructors plan complementary lessons and assignments and agree on methods of assessing progress. A schedule for training that ensures maximum cross-fertilization between the content training, the language instruction and the daily work of the participants is developed.

STRATEGY

- Scheduling specific, dedicated time for discussing the ESL curriculum with the line supervisor, and for joint curriculum development for the job skills instructor and the language instructor, if such training is concurrent. In some instances, particularly in small to medium sized businesses where skills training is done by a supervisor or a coworker who only occasionally acts as an instructor, there may be a need for special encouragement and support for this process. Regardless of how the job skill training is provided, in a classroom setting, on-the-job, or through a combined approach, coordination with the language instructor is essential.

Coordination Area #5: Developing Materials

Some of the best job-related instructional materials for LEP adults have been teacher-made. Responding to their own special teaching styles, and to their particular instructional objectives, as well as to the dearth of commercially available materials made for LEP job-related instruction, practitioners have created highly useful products. Many of these are cataloged in the Annotated Catalog of Bilingual Vocational Training Materials (Castro, 1986), and housed in the six Curriculum Coordination Centers that comprise the National Network for Curriculum Coordination in Vocational and Technical Education (see **Chapter 6: Curriculum Design and Development**, refer to Curriculum Resources). Job supervisors or skills trainers and language instructors must coordinate their efforts in order to create effective materials.

STRATEGY

- During literacy task analysis, the assistance of the supervisor most involved with the LEP employees is essential. In addition, forms, procedures and organization of work may change after the literacy task analysis has been done, or supervisors may identify new problem areas or cross-cultural issues that need to be addressed in class. For these reasons, even after the curriculum has been developed, ongoing communication between the ESL instructor and the direct line supervisors of LEP program participants is essential.

- When concurrent job and ESL training instruction occur, the trainers must interact regularly enough to become very familiar with one another's particular instructional needs. For example in order to create appropriate lesson plans for LEP workers in a shop creating products from vinyl, the ESL teacher must understand why it is imperative that workers who use vulcanizing machines keep both hands clear while the electronic bonding process is taking place. Similarly, the content area trainer must understand the need of trainees to be able to say and hear instructions about that machine in the variety of real ways that will characterize communication in the actual work setting.

- Instructors must have scheduled time to create the materials. Much of this can be done during the curriculum development process, but additional materials will undoubtedly be needed as the training progresses.

- And finally, instructors must have the opportunity to use their own and one another's classes to pilot the materials, both individually and as a team, where concurrent job skills and ESL instruction exist.

Through ongoing coordination at planning meetings, in the training sessions and at the work sites, ESL instructors will be able to effectively work with supervisors and/or job skills trainers to create or adapt job-related instructional materials for LEP workers. For specific strategies for creating and adapting these materials for LEP learners, refer to **Chapter 7: Methods and Techniques for Effective Instruction.**

Coordination Area #6: Implementing Instruction

At first glance the prospect of training LEP employees in job-related English skills can appear to be a particularly difficult challenge. Upon closer examination, though, there is reason to believe that this may not be the case. Using the content of the job to teach language and literacy skills may actually make the learning easier.

The fact that the trainees have important, relevant goals to accomplish with the language, such as improving their jobs performance or learning new job skills, may make learning the language easier. The fact that the job skills often have substantial non-verbal components, such as a particular physical activity, can provide the learner with physical clues which help interpret the new oral and written language. The language skills being developed can help LEP workers communicate questions and comprehend instructions concerning their work, and hence help them learn the job skills more quickly. If LEP employees are learning new job skills concurrently with English language and literacy training, the same advantages exist.

But to capitalize on these advantages, close coordination needs to continue between the supervisors, and the job and language trainers. Here are just a few suggestions as to how that coordination may be accomplished during the actual training process. Additional strategies can be found by exploring the resources listed at the end of this chapter.

STRATEGY

- Supervisors should be encouraged to sit in on ESL classes as often as possible and ESL instructors should be encouraged to visit the worksite and observe workers on the job frequently.

- Supervisors and ESL instructors should have regularly scheduled meeting times to discuss instruction.

- The content and language instructors should, as often as possible, sit in on each other's training sessions.

- Even though the training plan may have been cooperatively developed before the program started, the instructors should have regularly scheduled meeting times to further link their instruction, for example through the "open space" approach noted in Exhibit 1.3 at the end of this chapter.

- Content and language trainers should team teach training sessions whenever possible.

- The language training should be scheduled close to the skills training in both time and space, giving the trainees the opportunity to quickly apply their language in a real setting.

Coordination Area #7:
Planning and Conducting Staff Development

Developing and implementing a training program for LEP workers at the worksite will likely be a challenging step in a new direction for all involved. Just as we would not expect the LEP workers to go into a new job without initial training and ongoing support, so too we should not expect other personnel involved in the program to proceed entirely on their own. As with any new initiative, a staff development plan is necessary, and close coordination will be crucial to ensuring that the plan is responsive to everyone's needs.

STRATEGY

- During the initial stage of program development, the partners should meet to identify the skills of each partner for implementing the program, and the skills they will need to develop. Once these needed skill areas have been clarified, appropriate training opportunities can be identified or created. For example, the safety or job skill instructors at your workplace may have excellent skills in their content areas, but little or no experience in teaching language. They may wonder how language instruction can be integrated into their training activities, particularly if they are structured as brief, on-the-job training experiences.

One of the first coordination tasks in staff development may be to get the business and education partners together to plan for and provide special training in this area for the job skill trainers. Such training can provide the safety or job skill instructors with strategies for making their instruction more comprehensible to the LEP employees, and strategies they can use to intentionally reinforce the teaching of language through the teaching of the content or job skills.

Another need that is likely to be present is the need for cross-cultural training. Such training could be provided at the start of the program to all involved. This would help create a common frame of reference on cross-cultural communication issues, and a common set of skills for dealing with culture-related work problems. Useful ideas for cross-cultural training are included in **Chapter 8: Cross-Cultural Training in the Workplace**.

Coordination Area #8:
Developing Support Services

By all accounts the 1990s will see employers taking a more direct role in providing a variety of support services for employees. Childcare, eldercare, transportation, counseling and other services may be among those provided. Partnership arrangements between education and private industry create special opportunities and special obstacles to providing such services.

The opportunity is, of course, that there are two partners. With both a business and an education provider involved, more expertise and resources should be available to satisfy those service needs. On the other hand, if partners are not clear as to their respective roles in providing the services, obstacles can arise. Coordination is needed in order to clarify roles and develop strategies for removing barriers to the participation of the LEP workers in training.

STRATEGY

- Address the issue of support services early and directly in program meetings. Include the human resource development staff from the business partner in these meetings to learn what obstacles may have to be overcome by LEP workers in trying to keep their jobs and remain productive. Make realistic decisions and plans for support services. Don't promise services neither partner can deliver, but at the same time don't assume that the problems will somehow disappear without the provision of those services. Please refer to **Chapter 3: Removing Barriers to Program Participation.**

Coordination Area #9: Evaluating Program Success

Industry-based training programs for LEP employees are successful when the learning objectives have been met, when the process of meeting those objectives was a constructive one for all involved, and when the training program results in better business operation. In order to discover if these criteria have been met, several key players will need to coordinate their efforts.

STRATEGY

- Using an advisory group or establishing an ad hoc program evaluation team. The group should include trainees, trainers, supervisors, management, representatives from the union and from the education agency. The members of the group identify the main questions in their particular areas of expertise that must be addressed in a program evaluation and the means of finding the answers. Such a coordinated effort in evaluation, planned at the outset of the program, will result in a better quality program and will document its concrete benefits to the company. It can also serve to build a cooperative team spirit in the workforce throughout the program.

ACTIVITY 1.1: Coordination Areas/Responsibilities Exercise

Please read the case study of Clover Technologies (Ctech) found at the end of this chapter **(Exhibit 1.4)**. If possible, take a moment to discuss this case study with your colleagues. Consider the company's product, staffing, workforce, location and other factors you feel are important, and then complete the worksheet that immediately follows the case study: The Coordination Areas Analysis Worksheets **(Exhibit 1.5)**.

Coordination: The Role of the Principal Parties

We have looked at the nine areas in which coordination is needed in a workplace ESL program and have suggested strategies that may be used to achieve that coordination. It will be useful here to summarize some of the special responsibilities of each of the principal parties. Figure 1.4 provides, in matrix form, a summary of the levels of involvement of these parties in each area of the program needing coordination. The roles of each of the principal parties' are defined below.

FIGURE 1.4: Levels of Involvement in Areas Requiring Coordination and Principal Parties

Areas	Principal Parties					
	Mgmt	Supv	Job Trainer	Lang Trainer	Union Agency	Educ Dir
Area #1: Goals, Policies	1	2	2	2	1	1
Area #2: Workers' Competencies	3	1	1	1	3	2
Area #3: Selection/Placement	2	2	1	1	2	2
Area #4: Curriculum/Scheduling	3	2	1	1	3	1
Area #5: Developing Materials	3	2	1	1	3	2
Area #6: Implementing Instruction	3	2	1	1	3	3
Area #7: Staff Development	1	2	1	1	2	1
Area #8: Support Services	1	2	1	1	3	1
Area #9: Evaluating Success	2	2	2	1	2	1

1 = High Involvement 2 = Medium Involvement 3 = Low Involvement

Management and the Educational Agency Director

For our purposes, management includes owners and senior employees in private industry who would normally be responsible for making decisions on policy issues, approving training expenditures, and projecting human resource needs. These may include the personnel director, human resource specialist, vice presidents, presidents and owners. We recognize that in different companies these roles may be filled by persons with quite different titles and job descriptions.

Both management and the education agency director or program coordinator have the following special responsibilities in coordination:

1. Assigning someone committed to the success of the program to oversee and coordinate the project.
2. Organizing, promoting and where appropriate participating in advisory panel meetings and special activities to provide input into policy, program planning, curriculum design, evaluation, staff development and other areas. Ensuring that all appropriate parties participate in these meetings and activities.
3. Establishing a means for all levels of the company and agency to understand and support the program's goals and policies.
4. Ensuring that all involved have the resources to develop and implement the program.
5. Monitoring the program's development and implementation with staff at all levels to ensure that it stays on track and on time.
6. Providing the "big picture" to all involved, to unify decision making and resolve difficulties ("turf" issues, levels of responsibility, and so forth).
7. Maintaining a system for providing appropriate support services.

Advisory Group

Others having major roles in coordination include supervisors, job trainers, language instructors and labor union representatives. Depending on the size of the program, representation from all of these personnel categories is necessary on the advisory group. The responsibilities of the group members include:

> Participating in advisory group meetings and special activities to provide input for policy setting, program planning, curriculum design, evaluation, staff development and other areas.

In addition, each of these representatives has specific and complementary coordination roles.

Supervisors

For our purposes, "supervisor" refers to the person who is immediately responsible for overseeing the LEP employee. Supervisors' special responsibilities in coordination include:

1. Working with the LEP employees to better understand their needs, and when appropriate, acting as their advocate concerning issues related to the ESL program.
2. Working with management and the advisory group to develop program evaluation and staff development plans.

Job Trainers and Language Instructors

For our purposes, a "job skills instructor" is any person in a company who has responsibility for conducting content area training for employees. In some cases this trainer may actually be a production worker or line supervisor who only occasionally does training. Language instructors are those with responsibility for teaching language skills in the program. A language instructor could be a staff member from the educational partner who specifically has that function, a consultant employed for that particular purpose with the project, or a contractor, including volunteer ESL tutors, who has been brought in for the project.

Job trainers and language instructors have similar coordination responsibilities. In addition to serving on the advisory group, their responsibilities include:

1. Working with the supervisors to better understand the training needs of the employees.
2. Working together to develop the training plan, the curriculum, materials, and means of assessment.
3. Team teaching where possible.
4. Working with management and the advisory group to develop program evaluation and staff development plans.
5. If the language instructors work for the education agency partner, they should take a lead role with their agency to coordinate policy and program practices between the agency and the industry.

Union Representatives

In some instances, union representatives will play a strong role in the program development and implementation process. The union representatives' special responsibilities in coordination include:

1. Ensuring that unionized workers participate in setting the program's goals and policies wherever appropriate, and serving as members of the advisory panel.
2. Making certain that all levels of the union understand and support these goals and policies.
3. In cooperation with management, monitoring the program's development and implementation with staff at all levels to ensure that it remains consistent with the policies and goals.
4. Providing the "big picture" to all involved at the union level, to unify decision making and resolve difficulties ("turf" issues, levels of responsibility, and so forth).

5. Working with the LEP employees to better understand their needs, and when appropriate, acting as their advocate around issues related to the training program.

ACTIVITY 1.2: Coordination Assignments Analysis

Please take a moment to consider your own company's or educational agency's current position in regards to implementing a training program for LEP employees. Consider who in your organization will have what level of responsibility in the various areas of program coordination.

Please refer to **Exhibit 1.6**, the Coordination Responsibilities Worksheet. Complete the worksheet, conferring with your colleagues if possible. Refer back to the text and exhibits in this and other chapters as needed.

Summary of Planning and Coordination Issues

The planning process starts by understanding workplace literacy. The next steps require committed action by managers, supervisors, vocational and language trainers, unions, and educational directors. The assessment process will take into consideration performance and productivity factors in conjunction with individual employee's skills and goals. Following the strategies we have presented for accomplishing coordination of the planning and delivery process will ensure progress during this phase of training program planning and development.

EXHIBIT 1.1: STAFF TIME ESTIMATES FOR A 40 HOUR WORKPLACE ESL PROGRAM

These time estimates are for a large multiple class job-specific program. The amount of lead time can be lessened by having more staff involved. Smaller worksites will require less planning time.

Coordination Area	Activity	Range of Staff Time Required
1. Set Goals and Policies (week 1)	Plan for Needs Assessment Program planners: - meet with management and identify critical job tasks with management and Advisory Group - plan and conduct goal setting meeting with Advisory Group, and plan evaluation strategies - prepare data collection instruments	1 hour 2 hours Up to 2 days time for program planners
2. Identify Required Worker Competencies (week 2)	Conduct Literacy Task Analyses - schedule and conduct observations - interview workers and supervisors - hold focus group - write up results	About 1 day per job
3. Select and Place Students (week 4)	Hold Recruitment Meeting Conduct Initial Interviews with Prospective Trainees	30 minutes 15 to 20 minutes per person

Coordination Area	Activity	Range of Staff Time Required
4. Curriculum and Scheduling (weeks 3-4)	Plan and Develop Curriculum Objectives - schedule meeting of Advisory Group - conduct meeting to establish program and curriculum plan and objectives	2 days education coordinator 1/2 day each advisory group member
5. Develop Materials (weeks 4-6)	Write Curriculum and Lesson Materials - gather resource materials - write curriculum guide, sequenced unit and lesson outlines - design trainee assessment instrument - coordinate with supervisor or trainer	5 to 10 days
6. Implement Instruction (weeks 7-17)	Deliver Instruction - conduct 2 two hour lessons per week - include ongoing lesson planning and materials development (At week 2 of instruction assess trainees)	2X class hours per instructor
	- observe classes and job skills training to assure coordination	About 2 days total

Coordination Area	Activity	Range of Staff Time Required
7. Staff Development (week 5)	Hold Training Workshops - train LEP employee instructors	2 days each
(week 10)	- provide cross-cultural training to coworkers and supervisors	1 to 3 days
8. Support Services (weeks 4-20)	Provide Participation Assistance - convene the Advisory Group regularly to address needs - make bilingual employee assistance available throughout the program	Total hours equal about 3 days
9. Evaluate Success (weeks 7-20)	Evaluate Outcomes - conduct class observations, interviews, surveys, develop student portfolios - analyze and interpret data - write evaluation report	1/2 day Advisory Group 10 days program coordinator

EXHIBIT 1.2: Cross-Cultural Needs Survey/Interview Instrument for Managers and Supervisors

This survey is adapted from Cross-Cultural Training Program developed by Immigrant and Refugee Planning Center, Orange County, CA., cited in Reed (1984).

Name of Company: ____________________________________
Name of Manager (Optional): ____________________________
Position/Title: ____
Number of Limited English Speaking Employees supervised: ______

Please check the list of countries your employees are from:

___ Vietnam
___ Russia
___ Cambodia
___ Ethiopia
___ Japan
___ Mexico
___ China
___ Haiti
___ Poland
___ Laos
___ S. America
___ Cuba

Others (Please Specify): ______________________________
____

Management:

1. Please check any problems you may be experiencing with the LEP workers:

   ___ Unrealistic expectations
   ___ Reluctant to mix with other employees/clannishness
   ___ Slow to report problems on the job
   ___ Lack of participation in company activities
   ___ Difficult to understand
   ___ Certain behavior seems pushy or rude to Americans
   ___ Low productivity level
   ___ High turnover rate
   ___ Health/absenteeism
   ___ Others (Please specify)

2. What management functions are difficult to carry out with the LEP employees?

___ Providing company orientation
___ Hiring interviews
___ Employee performance reviews
___ Resolving conflicts
___ Meeting standards /production quotas
___ Changing job assignments
___ Others (Please specify): ____________________

3. Do coworkers exhibit any negative reactions toward LEP employees?

___ Yes ___ No ___ Sometimes

Comment: ________________________________

Communication:

1. What approximate percentage of your LEP work force can communicate:

a.____% Easily
b.____% With some difficulty
c.____% Only a little
d.____% Not at all

2. Rate the percentage of LEP workers who have the ability to do the following adequately.

a.____% Call in when they will be absent or late.
b.____% Understand directions/procedures about a job task.
c.____% Can train another worker in his/her job.
d.____% Ask questions when they do not understand something.
e.____% Make suggestions about improving safety or work productivity.
f.____% Participate fully in orientation/training.

3. Please provide us with any additional comments or concerns you have, on the reverse side of this page. For example, are there some things you wish your LEP employees would do or not do?

EXHIBIT 1.3: The Open Space Approach

When job skills training and ESL instruction are concurrent, each instructor should leave "open space" in the training plans to be co-developed with the other trainer. For example, the content area instructor may plan for one and one-half hours of a two and one-half hour skills training block. The language instructor would then work with the content area instructor to integrate throughout the lesson one hour's worth of language-reinforcing activities linked directly with the content. In effect, the instructors are striving to make the teaching of content and language one unified task.

For example, a 15 minute demonstration of a pneumatic rivet gun by the skills instructor could be followed with small group discussions by the trainees in which they must re-explain, in English, the uses of the tool to one another. Alternately, if English literacy was the focus, the groups could each begin writing a short training manual on the subject for new LEP trainees. The content area lesson would proceed with this integrated content/language/content approach. This approach need not take place only in a classroom, but can be used during on-the-job training sessions as well.

The ESL instructor may follow a similar tack. The open space in the ESL lesson may be used to again reinforce a particular job skill. For example, the ESL teacher may be working on the language function of asking for clarification in English. After presenting some of the basic language patterns in this area, the teacher may ask a group of students to demonstrate the use of a real job-related tool, such as a pneumatic rivet gun. Other class members would practice asking for clarification, in a variety of ways, until all were convinced they knew both the use of the tool and the use of the language.

Clearly, in order for this integrated approach to instruction to take place, the content and language instructors must have closely coordinated their lessons, as well as coordinated the logistics of the training, and they must see the teaching of language and content as essentially one task. Regularly scheduled meetings, with the goal of producing products such as lesson plans and training schedules, is one coordination strategy that will be helpful here. If training is not concurrent, ESL instruction can still be planned to relate directly to the workers' current jobs or to those to which they might be eligible for promotion.

EXHIBIT 1.4: Case Study: Clover Technologies, Limerock, NH

Type of Business: Manufacturing
Product: Automobile and Bus Dashboards
Number of Production Employees: 155
Union: Non-Unionized

Clover Technologies (Ctech) is a ten year old manufacturing concern just outside of Clover, New Hampshire. They have been growing steadily at a moderate pace for the last five years, and now feel they are in the position to win major contracts, invest in new equipment and expand considerably. In the last three years the company has had a harder and harder time recruiting entry-level workers. The economic expansion in the area, resulting in much higher housing costs, may have forced some of their employee pool to live and work elsewhere. The expansion has also led to more jobs at higher wages for entry-level workers to choose from, so there is more competition for those workers.

One-third of Ctech's production employees are limited English proficient (LEP), and this percentage is rising fast. When interviews were conducted for openings last month, more than half the applicants were LEP, primarily Southeast Asian. The Personnel Department has no one with the language skills to translate for them, and they are expressing frustration at the problems the language barrier creates in the interview process, and in subsequent meetings and training sessions with these employees.

Ctech provides three days of orientation and training to new employees in both on-the-job and classroom settings. They also provide follow-up training to all production employees to refresh old skills and to build new ones. In the initial orientation and training the personnel department and certain experienced line supervisors with special training responsibilities, using primarily a lecture and demonstration approach in English, cover both administrative concerns and job specific skills. Responding to the language barrier of the LEP trainees, these trainers have taken to talking more slowly, repeating themselves often, and increasing their use of demonstrations. Some have taken to talking more loudly as well. Trainees receive written information, in English, to augment the training sessions. A similar strategy is used for LEP employees in follow-up training.

Responding to the personnel department's concern that their employees need language as well as content area training, Ctech entered an agreement with a local community based organization (CBO) last year.

This organization now provides volunteer tutors in ESL who come to the site and tutor any employee who cares to participate. The tutoring takes place after or before work hours in the lunch room. Currently about 15 LEP employees are taking advantage of this free tutoring. Some of the tutors have asked the supervisors for information about the jobs their students are doing, in order to better target their instruction. CTech pays a small fee to the CBO to train the tutors and manage the project. The tutors say that they are seeing gains in their students' English skills. The line supervisors, for the most part, see little change.

The LEP employees seem to be able to learn the job mostly on their own once they get on the production line, but there have been some problems, based on language and culture, that have caused production and employee morale to suffer. For example, the US-born workers complain that the Southeast Asians do not cooperate by helping their team mates when they fall behind in their assigned job tasks. Rather, they stand around or take unscheduled breaks when their own work is caught up. The US-born workers also perceive the Southeast Asians as not caring about the team because they do not contribute to problem-solving discussions during team meetings, and when assigned to report on team performance their reports are superficial, glossing over any problems.

They also keep to themselves during breaks, talking in their own languages. The Southeast Asian workers complain among themselves that their US-born teammates, especially the females, are bossy, and that there are too many bosses. They are confused because the supervisors allow that to happen. Also, they are not sure whom they can trust at team meetings, and are surprised that their US-born teammates complain openly at these meetings.

Management is concerned that these problems may increase as the number of LEP workers increases. They are also very concerned that if they expand and invest in new equipment, the LEP employees will not be able to understand the training or operate the equipment without improving their language skills.

Senior management, including the Vice-President for Operations and the Personnel Director, are now conducting a review of the situation and will make recommendations to the President on the issues. Please turn to Exhibits 1.5 and 1.6 to analyze the coordination needs for CTech. This information can then be used as a basis for recommendations to the President.

EXHIBIT 1.5: The Coordination Areas Analysis Worksheet: CTech Corporation

1. List the most important coordination strategies now being used by CTech Corporation:

2. Suggest additional coordination strategies that CTech should consider using:

3. On a scale of 1-to-5 (1 = Very Good, 2 = Good, 3 = Average, 4 = Poor, 5 = Very Poor), rate CTech's coordination efforts in each of the nine areas:

Areas	**Rating**				
	Very Good	Good	Average	Poor	Very Poor
Coordination Area #1: Determining Program Goals and Policies					
Coordination Area #2: Identifying Workers' Competencies for Mastery					
Coordination Area #3: Developing Selection and Placement Criteria					
Coordination Area #4: Designing Curriculum and Scheduling					
Coordination Area #5: Developing Materials					
Coordination Area #6: Implementing Instruction					
Coordination Area #7: Planning and Conducting Staff Development					
Coordination Area #8: Developing Support Services					
Coordination Area #9: Evaluating Program Success					

EXHIBIT 1.6: Coordination Responsibilities Worksheet

Instructions: Review the nine areas needing coordination, the primary responsibilities of the principal players, and the Coordination Matrix (Figure 1.4). Consider your own company's situation (not the case study) and complete the following items.

1. List by name and title those people in your organization (or that of your workplace partner if you are an educational agency) whom you feel should be involved in coordinating a training program for LEP employees. Leave a small amount of space after each name.

   Management:

   Agency Director:

   Supervisors:

   Trainers:

   Union Representatives:

   Others:

2. Next, go back to the list in question #1 and put the number of the coordination areas (1-9) that each person should be involved with after their name.

3. Next, circle the area numbers that each person would have a high involvement in, and underline those that they would have a low involvement in.

4. Last, analyze the list looking for areas that are not well covered. Suggest reasons why that area is not well covered and solutions.

References and Additional Resources

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Chapter 2:

TRAINING PARTNERSHIPS

The nice thing about teamwork is
that you always have others on your side.
(Margaret Carty)

Introduction and Purpose

American employers spend $9 billion, or 31% of their total training costs, on training provided by outside organizations, mostly educational institutions (Carnevale, Gainer, Villet, & Holland, 1990). Writing for the American Society for Training and Development (ASTD), these researchers describe the relationships between employers and outside providers as linkages. "Linkages are formal, contractual relationships between employers and training providers that exist for the purpose of providing job-specific training to a targeted group of employees (p. 2)". For the training of LEP employees, linkages are often partnerships between employers and public educational institutions.

This chapter describes these industry/education partnerships and how to form them.

What's in This Chapter?

1. A discussion of why partnerships are formed and with whom.
2. An example of the partnership arrangement and the benefits of partnerships.
3. A discussion of the procedures for establishing partnerships.
4. Partnership examples.

Why and with Whom Partnerships are Formed

An employer first needs to decide whether to meet LEP training needs through in-house programs or with an outside provider. The employer needs to assess in-house training personnel's capabilities to implement an effective program at each stage of the process, such as language and literacy analysis, curriculum development, LEP instruction, cross-cultural training, evaluation, etc.

The decision to go with an outside provider does not have to be all or nothing. An employer may decide that sufficient in-house capability exists to plan the program and do the training, but would like assistance with certain components such as the literacy analysis, cross-cultural training and/or support services. This employer may, therefore, seek to establish a more limited partnership just to provide certain services while providing others with in-house resources.

Once the employer has decided to use an outside provider, other variables influence provider selection and extent of services contracted. These include:

- the type of industry and any unique needs
- the size of the company, especially the training department, and the size of the training budget
- the types and levels of the people being trained
- personal contacts the trainer or employer might have with outside providers
- the geographic proximity of the provider
- local economic conditions, such as the availability of prepared personnel and the training needs of the local population
- government incentives to conduct certain types of training or to buy training from specific providers
- government training subsidies which can be accessed by specific education agencies

There are a number of different education agencies that have expertise in training LEP adults in the workplace. These include:

- public school Adult Basic Education (ABE) and English as second Language (ESL) centers
- community colleges and vocational technical schools
- community-based organizations (CBOs)
- four-year colleges and universities
- private educational companies
- unions

While the union may function as the educational provider for the employer, the union could also be in partnership with an educational agency, using union and/or company facilities for the training. Unions, such as the UAW at Ford and General Motors, the Hotel and Restaurant Workers, and Health Care Workers, have been involved with the training of LEP employees.

A Basic Partnership Arrangement and Benefits of Partnerships

The actual partnership arrangement to provide training for LEP employees may take a variety of forms. The simplest and most common form or model is that:

> The industry provides the employees, the job skill trainer (a specialized trainer, a supervisor, or an especially competent employee), the basic job equipment and space in the actual work setting; the educational agency provides the English language trainer and related instructional materials.

Other resources that will be needed include:

- workplace specific training materials and equipment and tools
- supplies
- copying facilities
- management and accounting assistance
- word processing
- incentives for trainees, such as paid release, time and other training opportunities
- support services, such as transportation and bilingual program promotion and instruction
- staff time for needs assessment, planning, curriculum development and evaluation
- employee time for participation

The implementation of this partnership model for LEP employee training will yield benefits similar to other partnerships and linkages. These may include shared resources, increased funding, increased knowledge and skills, and improved participant performance and satisfaction. In partnerships for LEP instruction, the educational agencies gain funding for their instructors and programs, closer ties to the business community, expertise in vocational fields, and continued or expanded service to adult populations served by their other programs. The companies gain more literate, skilled and satisfied employees; reduce turnover and training costs; improve productivity, product quality and competitiveness; and gain instructional expertise, as well as build closer ties with educational agencies and the community.

Steps and Procedures for Establishing Partnerships

The following section tells you how to go about setting up a partnership for LEP instruction in the workplace.

STEP 1: **Assess the backgrounds, needs and resources of the company and educational agency.**

The suggestions for this first step may seem quite detailed, but knowing this information before forming a partnership will save you a lot of trouble if you later find that you are not in partnership with the most appropriate organization for your situation.

a. FOR THE COMPANY, investigate the educational agency's:

   1) history and experience with workplace programs
   2) experience with LEP adults and vocational/workplace curriculum
   3) staff and instructor workplace and LEP instruction experience
   4) organizational commitment to workplace programs and partnerships
   5) organizational and workplace program funding sources
   6) other current and ongoing partnerships

b. FOR THE EDUCATIONAL AGENCY, investigate the company's:

   1) number of LEP employees and their training needs
   2) what the company has done in the past on its own or in other partnerships to address these needs
   3) management's current commitment to training LEP employees

4) interest and attitudes of potentially involved groups, e.g. the union, human resource staff and other trainers, supervisors, the LEP workers, and coworkers

5) interest in collaborating on setting specific program goals and objectives

6) interest beyond one program cycle

7) interest in paying for the program, initially and/or after a start-up grant runs out, making in-kind contributions, e.g. facilities, equipment, materials, staff time, and having LEP employees attend classes on 50% to 100% paid release time

STEP 2: **Define the issue(s) and the group(s) the partnership will be concerned with.**

Before entering into any agreement, both potential members of the partnership need to know who the target group of LEP employees is, e.g. supervisors in one division or assembly line workers in another, and what sub-group of these, such as those with little or no English literacy or those who work the evening shift. *The basic issues involved also need to be identified.* For example, is the main issue inability to understand oral directions, read written ones, implement new safety procedures or take a drivers' test? Or is the issue lack of cultural awareness?

STEP 3: **Choose a partner, commit to building the partnership.**

Once each partner has investigated one another's background and the target group(s) and key issue(s) have been identified, and if each is still interested, a commitment to working with one another needs to be made. At least one key individual in each organization must take responsibility for moving the process along within his/her organization and for developing a working relationship with representatives of the other partner.

STEP 4: Organize planning teams.

The planning teams for a partnership perform two functions: (a) detailed training program logistics are investigated and carried out by KEY PLANNERS, and (b) long-term involvements and broader community contacts are generally made by an advisory group.

a. KEY PLANNERS:

Including the initial key individual(s) from each organization, a working group of key planners for the partnership needs to be established, comprised of:

1) the main contact/program coordinator from each organization
2) a higher level manager of each organization and/or a representative of central management
3) instructors, trainers, human resource staff
4) representatives of other interested groups, such as the union and supervisors

These individuals will be responsible for planning and implementing all the partnership's short- and long-term programs. They will deal with day-to-day operations, problems and adjustments and will consider and carry out the suggestions made by the advisory group.

b. ADVISORY GROUP:

The advisory group should include the key contact/program coordinator and a higher level manager from each organization. In addition, there should be members from the broader community who are interested in the partnership and have particular expertise to bring to the advisory group, such as:

1) Private Industry Council members
2) Chamber of Commerce members
3) city or state government employment and other department officers

4) adult educators

5) college, community college, and vocational school instructors and administrators

6) members of community-based organizations, churches, the United Way, etc., who may represent the ethnic group(s) who comprise the LEP employees of the company

7) union representatives

8) worker representatives

There are two basic types of advisory groups. They can be divided according to their focus on:

1. general program support and community involvement, including funding, public relations, cooperation between agencies and support services

2. substantive curriculum and program development with participation from supervisors, trainers, union and worker representatives, managers, etc.

The purpose of these groups is to bring the members' individual expertise, with a broader community perspective, to bear on the concerns and needs of the developing partnership. They should meet every month or bi-monthly and make recommendations to the key planners. For the educational agency that has more than one business partner, an alternative to one advisory group for each partnership, is to have one advisory group with representatives from each business partner, as well as members from the community. In this case, the advisory group will be making recommendations for the partnerships in general which would subsequently be made pertinent to individual workplace programs by each partnership's key planners.

STEP 5: Analyze issues, find out what has been done and what existing mechanisms could be helpful.

If the key issue is, for example, an inability of LEP workers to understand and follow oral directions, then the planners need to discover in which contexts this is a problem (e.g. with new work orders, during the evening shift, etc.), what usually happens (e.g. translation into native language, demonstration, frustration, yelling, etc.), and what needs to be done to address the issue effectively in each of its specific workplace contexts. The planners need to know *what training or programs have already been tried to address the issue, what were the outcomes, and what could be learned from them,* both at the company and at other workplace programs of the educational agency. Also, the planners need to investigate the possibility of assistance from and collaboration with existing mechanisms in the company, such as job training, training via the human resource department and union programs, and in the educational agency, such as other similar workplace programs, support services, and adult basic and continuing education programs.

STEP 6: Identify options and establish short and long range plans.

From the analysis of the issues, options for intervention can be identified and decided upon. These program or intervention options can be translated into an immediate plan, such as an initial twelve week program with specific goals, and into longer range plans for different types of ongoing programs working with various target groups with specific needs.

STEP 7: Make a formal commitment and establish funding sources.

Beginning with the initial program cycle(s), *a formal contract agreement needs to be written outlining the roles, responsibilities and contributions of each partner.* This will eliminate future misunderstanding of who was supposed to do what, and will provide a starting point for a program evaluation plan. Also, as part of this contract, who will pay for what and when needs to be agreed upon. Is a grant paying for the first year and the company funding subsequent years? Is the program on a fee-for-service basis? Is the educational agency paying for the language trainer(s) and materials as long as a certain number of employees attend?

STEP 8: **Plan, implement and evaluate the programs and other activities of the partnership.**

At this point, the partnership would develop programs following much the same steps as any organization would:

a. Set specific program goals and objectives.

b. Assemble a staff.

c. Develop curriculum and materials.

d. Set the class site(s) and schedule(s).

e. Set evaluation criteria for program, record-keeping procedures, and performance-based evaluation measures for training participants.

f. Recruit trainees and provide incentives.

g. Pre-test and screen potential trainees.

h. Provide support services.

i. Implement the program with periodic, formative evaluation data collection and feedback.

j. Post-test and evaluate both trainees' progress and the program.

k. Present outcomes to partners.

Examples of Partnerships

There are a number of different relationships that can develop between educational agencies and companies. The following three examples represent real partner relationships but do not exhaust the types that are possible. The first partnership is of a continuous program at a large company implemented by the educational agency. The second is of an educational agency with a number of relationships with smaller companies who have one or more program cycles a year. The third is an example of a beginning partnership between an educational agency and company that was not very successful.

Example 1: A large company in continuous partnership with an educational agency

A large manufacturing company is undergoing a transition from the traditional assembly line approach to team production. The workforce includes workers from sixteen language backgrounds, and based on an extensive needs assessment and task analysis, management believes that 30% - 50% of the workforce lack the needed language and literacy skills to successfully make the planned transition. The company developed a partnership with a nearby educational agency to implement training programs that would bring all employees at least to a "4th grade" reading level, increase communicative competence in English, and focus on job-related language, literacy and mathematics.

The company and educational agency made an 18 month commitment and instituted 2 hours of instruction per week at four different levels. About one tenth of the company's 2000+ employees are involved in the program at four plant sites. The educational agency convenes a committee which acts in an advisory capacity to the program. The company is definite on using the 4th grade reading level as a mark of success measured by a standardized test designed for native English-speakers. Yet the emphasis of the instruction is on job-specific language and literacy for LEP employees. The program has had some employees meet the goal of a 4th grade reading level and supervisors have reported improved worker attitudes and self confidence.

Example 2: An educational agency with brief or recurring partnerships with several smaller companies

A division of the educational agency began by responding to training needs of local industry by developing customized programs for small businesses. One of these needs has been job-related language and literacy training for LEP employees. Programs have usually been short, 12 weeks with two 1.5 hour sessions per week for a total of 36 hours. These short programs did not have advisory groups nor did the educational agency have an overall advisory group for its workplace programs.

A partnership was developed with a bank providing training for their Asian proof operators. Over a 2-year period there were three, 12-week program cycles. Each cycle had one group of 10-15 employees. Other recurring programs have been at a paper conversion plant with many South American employees, and at an air conditioner manufacturer with many Hispanic and East Indian employees. Each of these is beginning their second 12-week cycle and one will have 2 groups or classes separated by language and literacy levels.

The educational agency has also had a number of workplace programs that were limited to one program cycle. It is in the process of beginning new partnerships with a hotel, a hospital and several other manufacturers. Many of its completed programs have shown test score improvements and positive responses from employees' questionnaires.

In an effort to ensure that its workplace programs become more stable the agency is examining its programs in the light of the reasons partnerships are brief or not continuous. These include: lack of funding, employee layoffs, lack of documented benefits of the programs when employees are back on the job, personnel shifts in the company, company reluctance to invest training money on entry-level employees, lack of participation and commitment of management, and management's perception that the need can be addressed with one program and is not ongoing. By addressing the factors over which it has some control, the educational agency hopes to develop longer term partnerships.

Example 3: An unsuccessful linkage between an educational agency and a new business partner

A training department staff member of a medical organization contacted the educational agency and wanted to start training for LEP employees (Asian and Hispanic) right away. The trainer from the educational agency began instruction almost immediately without meeting with anyone besides the company trainer; supervisors were met late in the program. The morale of the employees in the sessions was low. Supervisors frequently requested employees to do overtime, and as a result they could not attend the after work sessions.

There were a number of cross-cultural misunderstandings and racial incidents at the company. Anglo-Americans were being favored for promotions over those of other ethnic groups with higher education levels. Transfers of advanced LEP employees to positions involving phone work were not allowed because of "accents," even though their English language use seemed very clear and easily understandable to the trainer. LEP employees were not permitted to speak their native language at work. No one was very happy with the program, and the educational agency felt the program was being used by the company as a token goodwill gesture instead of to address its more serious and pervasive problems.

ACTIVITY 2.1: Analyzing Partnership Examples

Analyze these three partnership examples with questions presented in **Exhibit 2.1**

Summary

In summary, partnerships are formed by industry and educational organizations when both parties have and need resources. In the most common model, corporate HRD staff trainers continue with job and technical skill training and the educational institution provides a workplace ESL program. The eight steps outlined in this chapter provide the framework for forming successful partnerships. As our three examples illustrate, there are many different partnership formats and as the needs change, so will the nature, extent, and intensity of the partnership.

EXHIBIT 2.1: Analyzing Partnership Examples

Analyze the three partnership examples with the following questions.

1. What improvements in the planning and building of partnerships would you suggest in each of the three examples?

2. What barriers to success did each encounter?

3. What planning for trainee and program assessment and evaluation would help each partnership? (Refer to Chapters 4 and 5.)

4. In which example has the educational agency been the most successful with business partners? Why?

5. What lessons from these examples are most applicable to your involvement or potential involvement with partnerships?

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Chapter 3:

REMOVING BARRIERS TO PROGRAM PARTICIPATION

The most effective way to provide support services is to eliminate the need for them.

Introduction and Purpose

Programs for limited English proficient (LEP) adults have traditionally offered assistance (often called support services) to remove the barriers to recruiting, enrolling, and retaining participants in classes. Program planners might think that workers whose employers are offering programs in the workplace would have no need for such support, then find that attendance is lower and attrition higher than expected. Understanding the barriers to program participation for employed LEP workers, identifying which exist for the workers targeted for your program, and taking steps to remove those barriers will go a long way toward ensuring a high level of participation and successful course completion. The needs of employees for support services and the resources for providing them will vary widely. Thus each program will ultimately develop its own approach to providing needed assistance for its trainees.

What's in This Chapter?

1. A brief discussion of LEP employee needs for support services.
2. How to identify your employees' needs.
3. How to provide support services.
4. Information about community resources that might be helpful in the training program.

Employees' Needs for Support Services

The most obvious barriers to employee participation in any workplace training program arise from the personal circumstances. If employees are required to change their work schedules in order to attend the program, this may have impact on their family responsibilities or transportation arrangements. They may be too tired to concentrate after a long day at work or may find it too taxing to give up breaks or meal times to attend classes. We have seen instances where LEP employees have been highly motivated to attend class and have made great sacrifices to do so. For example, Haitian laundry workers in Florida and their supervisor were beginning their work day at six a.m. instead of seven in order to complete the day's work and allow workers to attend classes at the end of the shift.

A second kind of barrier is connected with the employee's work situation. Lack of understanding of the language and culture of the American workforce may have already created strained relationships between the limited English speaking worker and his/her supervisors and coworkers--perhaps the reason the company felt the need for the program in the first place! Concerns about coworker and supervisor attitudes toward employees attending classes, about meeting workload demands and deadlines, and anxiety over loss of worktime or class scheduling problems may make the worker feel that attending class isn't worth the problems that result. Another issue is that of negative peer pressure from those of the same ethnic background concerning participation in educational programs.

In one manufacturing firm, fellow employees were at first resentful of programs for LEP workers. However, as the program improved the communicative skills and self-confidence of the LEP coworkers, the job of coworkers was made easier, and they saw the program in a more positive light. At another site, such resentment was forestalled by using coworkers to help program participants with their studies through a buddy system at lunch.

The location of classes, or the scheduling, may also present a barrier. In the example given earlier about the Haitian laundry workers, days off were being scheduled on class days with the result that some employees were coming in on their day off to attend classes. Obviously highly motivated and committed to the program, the workers were becoming fatigued on work days because of coming in so early in the

FIGURE 3.1: Support for Overcoming Barriers

NEED	RESPONSE
Family responsibilities	Bilingual or peer counseling to identify options
Childcare	Program provides childcare or classes scheduled to preclude need for childcare
Transportation	Program provides busfare or rides
Awareness of promotion opportunities	Bilingual counseling
Supervisor support	Involve supervisors in planning Provide cross-cultural awareness training
Loss of pay or worktime	Offer release time or financial support
Workload demands/deadlines	Coordination between management and educational partner/provider

morning and were having difficulty staying awake in class. Program staff were concerned about how much longer participants would be willing to continue in class under such circumstances.

A third barrier to participation is more subtle. It arises from LEP employees' attitudes toward learning and their perceptions of themselves as learners. In many countries, a person works at the same job for life. The possibility of upward mobility and self-improvement may not be a familiar concept to such employees. Further, they may never have encountered the possibility of combining work with school or of furthering their education in adulthood. Often, LEP workers are not aware of how a program may help them. They are unlikely to know either the career or promotion options open to them and may be unaware of the qualifications necessary for promotion.

For example, in a manufacturing site, Laotian members of production teams did not attempt training that would enable them to move beyond the core certification requirements for the job. When a Lao-speaking instructor from the program explained that job-specific language training was to be offered in support of upgrade training, enabling them to become certified for a promotion and a salary increase, a number of Laotians from each team enrolled in the program.

As these examples show, many of the situational problems in the workplace can be minimized by anticipating them ahead of time, thus eliminating the possibility of their becoming barriers. Other barriers require support services such as the assistance of a bilingual counselor to overcome them. Refer to Figure 3.1 for responses and sources of support which help overcome common barriers.

How to Identify Employees' Needs

The more information you have during the planning stage about the kinds of support needed to overcome the barriers we have discussed, the better. You may gain much of this information through talking with management, supervisors, union representatives and the LEP employees themselves (probably by having them interviewed in their native language). You may require a needs assessment survey to identify other needs. The discussion and examples above serve to illustrate some of the kinds of support that may be needed if your LEP employees are to take advantage of the training program. To summarize, the kinds of support services needed may include:

- transportation
- childcare
- assistance with family problems
- awareness of job mobility and self-improvement opportunities
- cultural awareness training
- accessible class locations and schedules
- support of supervisors and coworkers for participation
- financial incentives

ACTIVITY 3.1: Needs Assessment Data Needed

Thinking about your situation, take a few minutes to anticipate the information you would need to determine support services needed by your LEP employees if they are to attend training.

The exercise in **Exhibit 3.1** will help you formulate the questions for an employees' support needs assessment. **Exhibit 3.2** asks you to write down the answers to these questions and the responses to the needs you identify. Please turn to **Exhibits 3.1 and 3.2**.

How to Provide Needed Assistance

As we indicated earlier, workplace programs can, through careful planning, eliminate the need for many support services that LEP adults would require in other settings. For example, if management is able to schedule classes during work hours at the worksite, then additional arrangements for transportation and day care will not be needed and will not become barriers to workers participation.

Generally the greatest needs will be in the areas of counseling and support. These services can usually be accomplished best in the participants' native languages. Many educational partners will have access to translators or to bilingual counselors who can be brought in to explain the program and to provide a link between the worker and the program, while gaining employee commitment and providing ongoing support and counseling. Companies with substantial numbers of LEP employees may already have bilingual Human Resource Development (HRD) staff, trainers, or supervisors who are already providing, or can be trained to provide, such assistance. Smaller companies may identify bilingual coworkers to provide translation or peer support if such support is not available through the educational partner.

After becoming involved with LEP training participants during the start-up of the training program, counselors meet with participants regularly (at least weekly) throughout the training period to discuss personal or training-related problems or any other kinds of concerns. Although the counselor's role may seem less visible, it is often this sound, culturally sensitive support that determines whether or not LEP participants will complete the program successfully.

Management may respond to work-related problems by taking care to involve supervisors in setting program goals and planning program schedules, worker financial incentives, and the like. Investments of staff time in this way are usually cost effective because they help ensure program success and in many instances result in improved employee morale. Some worksites have reported such unexpected bonuses as improved morale throughout the plant because workers see evidence that the company cares about the well-being of the workforce, has recognized a problem area and is providing a program to address it. One cabinet-making company reported American coworkers requesting Spanish classes after experiencing improved social and work team relations as a result of

English classes for Latino coworkers. In the major hotel chain in Hawaii, six trainees have been promoted to supervisory positions as a direct result of workplace ESL program participation.

Where a need for cross-cultural awareness exists, the educational partner or another agency resource in the community, can provide such services and workshops for supervisors and coworkers of program participants. Increased understanding of one's own culture as well as that of the LEP coworker improves communication and support for the program, removing many obstacles to the achievement of program goals. Equally importantly, the job-related, English as a Second Language (ESL) training program itself must strongly emphasize the cultural competencies needed to function effectively in the American workplace and to advance on the job. Learning what American employers expect from workers, about social relations on the job, how to handle problems on the job, and worksite standards of politeness and appearance are among those topics vital to success, and workers native to the United States take most of these as "givens." Trainers need to develop an awareness that workplace culture and attitudes must be learned by those employees who are new to this culture.

If both partners are aware of the needs for support services existing in the population targeted for the program, resources can usually be identified to provide them, thus preventing them from becoming obstacles to program participation.

Resources

The formation of an industry/education partnership implies that community resources are shared, at least for the basic elements of the training program. In addition to financial resources, a number of community agencies exist that may be used to overcome obstacles to program participation. For example, insofar as motivation to participate in the company's training program is a problem for some LEP employees, perhaps local ethnic community groups or ethnic service organizations can be brought into the partnership for counseling services or other interventions. Perhaps special transportation to stay after or arrive before working hours would aid the participation of LEP employees in the training, and local community groups and programs such as Job Training Partnership Act

(JTPA) have such services available. (JTPA liaison contacts from each state can be identified by contacting the National Governor's Association at (202) 624-5300.)

Contact information for many of the resources listed in Figure 3.2 may be found in the yellow pages of the telephone book. In addition, community organizations often publish booklets listing resources in the community. A telephone call to the United Way or the State Office of Employment Security or State Welfare Agency will help you locate a resource list for support services in your community.

Other sources of community help could come from volunteer organizations such as Literacy Volunteers of America and International Institutes, both of which have affiliates in many cities across the U.S. and serve our target population groups as part of their missions.

A key caution, however, in seeking the use of such community resources is that *sharing of services should be in both directions. That is, if services are provided by a local social or educational agency, then that agency should receive compensation, either monetary or in-kind, by the receiving employer.* In-kind services might include arrangements to produce publicity announcements for the service agency, loans of test equipment; and provisions of some amount of the company's services, such as accounting or management consulting, if appropriate.

Summary

Barriers to employee participation in workplace training programs can best be overcome through careful planning based upon a thorough needs assessment. Necessary assistance can then be provided through bilingual counseling and support and top management's commitment to the program, involving both direct supervisors and workers in the planning process. A number of resources are available in the community for providing support services for which the company has no in-house capacity.

FIGURE 3.2: A Checklist for Identifying Sources for Support Services

INDIVIDUALS

____ Former trainees

____ Sponsors

____ Coworkers

____ Volunteers

COMMUNITY ORGANIZATIONS AND GROUPS

____ Churches, religious organizations

____ Community fund organizations

____ Community social and service organizations

____ Minority language service and advocacy organizations

____ Voluntary agencies and organizations

BUSINESS AND INDUSTRY

____ Community relations departments of businesses and industries

____ Bilingual supervisors

____ Human Resources Department personnel

PUBLIC AGENCIES AND INSTITUTIONS

____ Education agency bilingual staff

____ Human/social service agencies

(Adapted from Peterson and Berry, 1984, pp. 54-56.)

EXHIBIT 3.1: Needs Assessment Data Needed

1. Personal circumstances:

Are there family responsibilities that would interfere with class attendance?

Is childcare a problem?

Fill in other questions that apply:

____

____

2. Attitudes about learning and personal opportunities:

Are LEP employees aware of promotion opportunities and requirements?

Are there cultural barriers to program participation?

Fill in other questions that apply to your worksite:

____

____

3. Circumstances in the workplace:

Given work deadlines and pressures, when is the best time to initiate and schedule program?

Do both management and line supervisors support the program?

Do we need to look at coworker buy-in?

Fill in other questions that apply to your worksite:

____

____

EXHIBIT 3.2: Support for Overcoming Barriers

Once you have identified the questions you need to ask, decide how best to get the information you require and proceed with your needs assessment. Use the results to fill in, for your program, a list of needs and responses like those shown in Figure 3.1.

Support for Overcoming Barriers

NEEDS	RESPONSES

Having done this, you will be ready to identify the resources for providing the response you feel best addresses each need.

References and Additional Resources

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Chinatown Resources Development Center (1985). Promising programs and practices: Vocational education for limited-English proficient students. San Francisco, CA: Author.

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Lopez-Valadez, J. (1985). Immigrant workers and the American workplace: The role of voc ed. Columbus, OH: ERIC Clearinghouse of Adult, Career, and Vocational Education, The Ohio State University.

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Chapter 4:

TRAINEE AND PROGRAM EVALUATION

We are keen on amassing statistics,
so we test to assess our heuristics.
But if we don't do it well
our trainees' progress won't tell,
and our program will drift to the cryptics.

Introduction and Purpose

Well planned and implemented trainee and program evaluation is essential to the success of any training program for LEP employees. Initial assessment is needed to develop curriculum and materials at appropriate levels. Trainee evaluation is needed for ongoing instructional planning and to document trainee progress. Program evaluation is needed to show the effectiveness of the program to employees, trainers, and employers, as well as to show the impact of the program on job performance and on the workplace in general. Without appropriate evaluation strategies, that are tied to program goals and planned and set in place before the program begins, the program may not be meeting employee and employer needs. This chapter discusses the major types of evaluation activities that program developers need to institute: initial trainee assessment; trainee progress evaluation, including standardized tests and trainer-developed tests; alternative assessments; and overall program evaluation.

What's In This Chapter?

1. A discussion of the major types of evaluation.
2. Descriptions and listings of evaluation techniques, instruments, and standardized tests.
3. Examples and excerpts from relevant instruments.
4. A discussion of the uses and importance of evaluation information.

Initial Trainee Assessment

To have a sound basis for decisions about individual trainees already employed and programs for them, assessment in the following areas is recommended:

- educational, economic and social aspirations or goals
- English proficiency (both oral and written)
- native language proficiency (written)

Goals of Employees and Employers

Determining the goals and aspirations of the trainees can provide an indication of their motivation to learn English as well as job skills. A trainee who is highly motivated to learn English or other basic skills, for instance, might be given more opportunities in basic skills classes and be considered for job skills training in those areas requiring more English communication skills. Likewise for those highly interested in economic improvement and moving up to higher paying jobs in the company, opportunities for training which will enable such movement can be provided. The assessment of goals and aspirations should be done at the start of a training program, updating any earlier assessments.

Even though trainee goals and interests need to be taken into account when designing programs, any particular workplace program will have goals and objectives suggested by the employer and/or selected from a program needs assessment and language and literacy task analysis. Trainees need to understand that one workplace program, typically about 40 hours of instruction, will not address all their personal educational goals, and not even all their job-related educational goals, but only a subset of them. Realistically, the choice of that subset of goals will be greatly influenced by what the employer sees as priorities and needs.

Just as an employer needs to move from general program goals, such as *"to speak better English"* to specific work-related goals, such as *"follow oral directions when machine operation specifications change,"* so the employee needs to progress from broad goals such as *"get a better job and earn more money"* to more specific ones such as *"accurately fill out product tracking forms"* to reduce errors on the job and help the employee qualify for further training which may lead to a promotion.

Oral Interviews

An oral interview is a good way to find out about employee goals and to assess oral/aural English proficiency at the same time. If the employee's English ability is low, the native language should be used to find out about goals. Examples of general interview questions are:

1. What kind of training or education do you want or need at work?
2. Why do you want that? (More pay? Better working conditions? Something more in line with your experience or earlier training? Be a boss or supervisor? Do something you're better at than your present job? Afraid you might be laid off?)
3. What would you like to be doing one year from now that's different from what you're doing now? Five years from now?
4. What do you feel you need for yourself or your family?
5. Check off from a list of jobs or training programs within the company that this employee could aspire to, as you ask which ones s/he wants and why.

In addition to (or instead of) these questions more specific ones relating to the goals of the program can be asked. For example, if a program goal is *"to improve employees' ability to tactfully handle customer complaints"* then a related employee interview question could be, *"How will understanding and answering customer complaints help you in your job?"*

These interviews can also be used to evaluate and rate the employee's verbal English skill level. Whatever questions you choose, the answers can be rated on a Likert scale of 1-to-3 or 1-to-5, such as the Foreign Service Institute scale which is shown in Figure 4.1. The five levels are described in depth in Figure 4.2.

FIGURE 4.1: Examples of an Oral Interview Rating Scale

		1	2	3	4	5	
PRONUNCIATION:	Foreign	( )	( )	( )	( )	( )	Native
GRAMMAR:	Inaccurate	( )	( )	( )	( )	( )	Accurate
VOCABULARY:	Inadequate	( )	( )	( )	( )	( )	Adequate
COMPREHENSION:	Incomplete	( )	( )	( )	( )	( )	Complete
FLUENCY:	Halting	( )	( )	( )	( )	( )	Smooth

(developed by the Foreign Service Institute)

FIGURE 4.2: Example of a 5-Level Rating Scale

Level 1.	Speech is so halting and fragmentary as to make conversation virtually impossible.
Level 2.	Usually hesitant; often forced into silence by language limitations.
Level 3.	Speed and fluency are rather strongly affected by language problems.
Level 4.	Speed of speech seems to be slightly affected by language problems.
Level 5.	Speech is fluent and effortless as that of a native speaker.

(Harris, 1969)

Program Specific Literacy Assessment

In addition to oral interviews, reading and writing skills can be assessed in a variety of ways: registration forms, writing samples, cloze exercises and dictation.

Following the interview, employees can be asked to fill out a simple registration form for the program (see example in **Chapter 5: Procedures for Literacy Task Analysis**). They can also be asked to write about their jobs in general or with more specific questions, such as

"What do you do at work?"

"What do you like about your job?"

The written information can be quickly analyzed for completeness, correctness, mechanics, grammar, complexity, length, vocabulary, etc. to get an idea of the employee's literacy abilities.

Cloze Exercises The Cloze technique is a quick and easy method for estimating whether or not a student will be able to read (and, somewhat, to write) the printed material used in the training program. The technique can also be used to test knowledge of particular job-specific vocabulary or language of the workplace by adaptations of the following instructions and example.

You should choose a written English passage about 150-to-200 words long, similar in reading level to that expected of the trainees and taken from the content of the job skill area to be learned. (If the required reading level of training materials increases during the program, you may wish to use a few passages representative of each of a few levels.) Leave the first and last sentences intact, and delete every fifth or every seventh word thereafter (so that about 20 words are deleted) -- replace each deleted word with a blank. [There can be variations on this process. For instance, if the passage includes highly technical terms, then avoid those if it is not reasonable that the test-taker could be expected to complete them.] Simply have trainees read the passage and fill in the blanks. Figure 4.3 shows a sample Cloze Test for an auto repair setting.

Assuming your Cloze Test included 20 deleted words, score the passage in 4 categories:

1. 0 - 4 correct: Will need considerable ESL assistance and reliance on native language.
2. 5 - 9 correct: Will need ESL assistance and reliance on native language, use of some English can be introduced early on.
3. 10-14 correct: Should be able to handle a lot of the reading in the program at a reasonable level if adapted.
4. 15-20 correct: Should be able to deal with most of the program material in English.

Figure 4.3 provides a brief excerpt of a Cloze exercise that might represent a reading passage from training for auto mechanics.

FIGURE 4.3: Excerpt of a Cloze Test

An auto mechanic is tuning up a car. As he is working on the car, _______ discovers that the windshield washers _____ not working. He calls the owner and she ______ the mechanic to repair them.

The mechanic must first find the cause of the problem. He checks his repair manual _____ finds these troubleshooting suggestions:

_______________ WASHERS
1. Check fluid tank. Is ____ full?
2. Check hoses. Are they damaged, loose, ____ kinked? Are they plugged up?
3. Check wiper/washer switch. ______ it work properly?

Dictation Through having the LEP employees write from a spoken presentation, you can determine how well they are able to transcribe spoken English, as well as something about their oral comprehension ability. Choose a short passage, 50 to 100 words. As above, the passage should be relevant to their work or training materials. Give the trainee(s) the instructions that appear in Figure 4.4.

FIGURE 4.4: Instructing for Dictation

This is a test of your ability to understand and write spoken English. I will read you a passage three times. The first time I will read it at normal speed. You should listen and try to understand what I am saying. The second time I will read it with pauses. You should write down what you hear. The third time I will read it again without pauses. Then you should check and correct what you have written.

Passage:

> An auto mechanic is tuning up a car. As he is working on the car he discovers that the windshield washers are not working. He calls the owner and she asks the mechanic to repair them.
>
> The mechanic must first find the cause of the problem. He checks his repair manual and finds these troubleshooting suggestions:
>
> WINDSHIELD WASHERS:
> 1. Check fluid tank. Is it full?
> 2. Check hoses. Are they damaged, loose, kinked? Are they plugged up?
> 3. Check electrical connections. Are the wires loose?
> 4. Check wiper/washer switch. Does it work?

This technique is particularly appropriate if the employees' jobs and/or the training involves writing down a spoken sentence or instruction, such as taking orders for a waiter.

Although Cloze Tests and dictation techniques are particularly useful for initial trainee assessment, they can also be developed for program-specific ongoing and pre- and post-trainee progress evaluation. Standardized tests for both diagnostic and achievement testing will be discussed in a later section.

Native Language Literacy

A sense of the trainees' native language literacy can contribute to provision of better training. If the LEP employees are unable to read or write in their native languages, they will not benefit from materials or reading tasks even if there is a bilingual component to the job skill or language training.

To assess native language literacy, you will need someone who is literate in the native language(s) you're assessing. Such an individual can adapt any of the informal measures described above to the native language and administer them. In some cases, knowing the background of the employees can tell you a lot about their literacy. For example, if a recent refugee from a rural village with no formal schooling is in your program, then it is likely that employee has no native language literacy. Conversely, an employee who was a professional engineer, teacher, or nurse in his/her native country, almost certainly has a high level of native language literacy.

In addition to finding out about trainees' educational backgrounds before coming to this country, gaining knowledge of their U.S. educational experiences, especially ESL classes, can be helpful.

Figure 4.5 is an actual initial trainee assessment instrument used at a cabinet manufacturing facility with employees of low level English ability. One of the main goals of the program was to improve the understanding and following of safety regulations. The scoring for this instrument includes three levels: 1-point if response is immediate, 1/2-point if repetition is needed to respond, and no points if coaching is required.

FIGURE 4.5: Example of an Elementary Assessment Interview

Date ______________________________
By ______________________________

Directions: I'm going to be asking you a few questions to find out more about you, and how a job communications class can meet your needs. I have the tape recorder going just so that if I don't get a chance to write everything down, I can go back and listen again. This is not a test; so don't be nervous!

[Check if employee supplies information]

___ What's your name?

___ Please spell it for me. ____________________

___ What is your address? Phone Number? ____________________

___ What is your social security number? ____________________

___ What department do you work in? ________________

___ What is the name of your job? ________________

___ How many years have you worked here? ______ When did you start?(mo/yr) ___

___ What is your first language? ________

___ How old are you? _______________

___ How many years of school have you had? ___ Did you finish HS/GED?___

___ How many years of English have you had?____

___ Did/Do you like school? __________

B. SPEAKING ABILITY

Directions: Point to the picture I am talking about.
(1) 1. Keep the floor clean at all times.
(1) 2. Bend your knees when you lift.
(1) 3. Wear earplugs when you're working around a noisy machine.
(1) 4. Use a respirator when spraying stain, sealer, or finish.
(1) 5. Wash your hands before meals and after shifts.
*Total 0-5 ______

C. READING

I. Word Recognition
Directions: Read the following words outloud: (on cards)
safety (1) glasses (1) working (1) walking (1) plant (1)

*Total 0-5 __________

II. Reading Comprehension
Directions: Read the following outloud: (on cards)

[1. Safety glasses are required while working or walking through the plant.]

ABLE TO READ? Yes ___ No ___

Ask: What does this mean?
ABLE TO PARAPHRASE? Yes ___ No ___

[2. Anyone found in violation of the smoking rule will be terminated.]

ABLE TO READ? Yes ___ No ___

Ask: What does this mean?
ABLE TO PARAPHRASE? Yes ___ No ___

D. Measurements
Directions: Mark with a ruler.

1. Draw a line at four and one/half inches.
2. Draw a line at three and three fourths inches.
3. Draw a line at one and one eighth inches.

E. Speaking Ability
[Show picture from safety manual]
Directions: Tell me about this picture. What's happening here?

[prompt two] What are these people doing? (or) What is he doing?

Content	0	1	2
Fluency	0	1	2
Pronoun	0	1	2
Structure	0	1	2
Overall Comprehensibility			
	0	1	2

*Total 0-10 _____

Evaluation of Trainee Progress

Evaluation of trainee progress should be more than a pre- and post-test, but an ongoing process employing a variety of instruments of different types including: standardized tests (if appropriate), program specific tests, and alternative assessments.

Standardized Tests

Standardized tests can be used to measure general English language and literacy abilities. In the workplace setting they can best be used for initial assessment of general skills to help decide the levels of trainees, but have limited use as pre- and post-tests since they do not test workplace and specific job-related language and literacy.

These tests are designed to be administered under specified, consistent conditions so that results can be interpreted in comparison with a standard. This standard may be either:

a) Norm-referenced -- the performance of other individuals (e.g., the average score or "norm" from a given age group for others who have taken the test)

b) Criterion-referenced -- a prespecified set or number of items answered correctly (e.g., the number of items ESL experts agree constitutes basic "survival-level" English proficiency).

Such standardized tests may be valuable because they are generally objectively constructed with known validity and reliability, are readily available through publishers, and provide means to interpret scores. However, they have serious limitations for use among adults in a workplace context. Figure 4.6 provides two major arguments against using standardized tests with LEP workers.

FIGURE 4.6: Limitations of Standardized English Proficiency Tests for Adults in Workplace Contexts

1. Standardized tests most often address general literacy, and may not reflect proficiency in workplace literacy applications. LEP adults may be more or less proficient in terminology, language use, and arithmetic or problem-solving processes related to their specific job than they are in general English conversation or reading. It has been well-established in recent studies that what constitutes literacy differs from one setting to another, based often on cultural assumptions in the design of measurement devices. These especially apply to assessment of LEP populations, and more so in differing workplace contexts.

2. Standardized tests, either norm- or criterion-referenced, are often normed on youth or based on a criterion of public school curriculum. When this occurs, comparison of adults' test scores to youth norms or school curriculum standards yields misleading interpretations.

Many researchers agree that broad "skills" based standardized tests are not sensitive enough to show gains when particular content is taught. It has been estimated that it takes about 140 hours of instruction to show one grade level (an irrelevant concept for adults) of improvement on a standardized test. Most workplace program cycles are no more than 40 hours of instruction. If a standardized pre- and post test is used with a short workplace program the results will likely show "no differences". If a standardized test is used as a pre- and post-test to measure trainee progress, then it must be supplemented with program specific and alternative assessments which will more accurately reflect content learned.

Some standardized test publishers have separate placement tests in addition to pre and post progress tests. These placement tests can be very useful for initial diagnostic purposes for general ESL and/or literacy leveling of trainees.

For more detailed information about the use of standardized testing an excellent resource is:

Sticht, T. G. (1990). Testing and Assessment in Adult Basic Education and English as a Second Language Programs. (Monograph) San Diego, CA: Applied Behavioral & Cognitive Sciences, Inc.

This publication includes a review of widely used ABE and ESL tests. Figure 4.7 lists tests that have been used primarily for ESL programs for LEP adults.

FIGURE 4.7: Publishers and Descriptions of Standardized ESL Tests

Written and Oral Proficiency

Basic English Skills Test (BEST)

Center for Applied Linguistics 1118 22nd St, NW Washington DC 20037 (202) 429-9551	Core Section (oral): interview, (10-15 mins.), simulated real-life comprehension and speaking tasks; literacy skills; individual or group (45 mins.)

Comprehensive English Language Test (CELT)

Delta Systems Co., Inc. 570 Rock Road Dr., Unit H Dundee IL 60118 (800) 323-8270	Tests vocabulary, structure, and listening

Henderson-Moriarty ESL/Literacy Placement Test (HELP)

Alemany Press 2501 Industrial Pkwy., W. Hayward CA 94545 (800) 227-2375	Individual, tests oral recognition and production, and reading and writing (no time limit)

Language Assessment Battery (LAB)

NY City Board of Ed., Office of Ed. Assessment, Doc. Scan Center 49 Flatbush Avenue, Rm 514 Brooklyn NY 11217 (718) 935-3964	Listening, speaking, reading and writing; different forms for 4 age groups (1 hr. 10 mins.)

Test of English Proficiency Level (TEPL)

Delta Systems Co., Inc. 570 Rock Road Dr., Unit H Dundee IL 60118 (800) 323-8270	Oral, individual (10 mins.); written, group (60 mins.); identifies 7 skill levels in areas

Oral Proficiency Only

Bilingual Vocational Oral Proficiency Test (BVOPT)

Melton Peninsula, Inc.
161 Pittsburg
Dallas TX 75207
(214) 748-0564

Individual or group; four parts (30 mins.) teacher time per student:

1. Questions & answers
2. Open-ended interview
3. Imitations
4. Imperatives (based on photos)

English as a Second Language Oral Assessment

Literacy Volunteers of America
5796 Widewater Pkwy
Syracuse NY 13214
(315) 445-8000

Oral test of comprehension and speaking; pictures with questions (20-30 mins.)

ILYIN Oral Interview Test

Newbury House Publ.
10 E. 53rd St.
New York NY 10022
(212) 207-7336

Pictures and interview; one to one, for secondary and adult (5-30 mins.)

Second Language Oral Test of English (SLOTE)

Delta Systems Co., Inc.
570 Rock Road Dr., Unit H
Dundee IL 60118
(800) 323-8270

Any age; individual or test groups; 20 subtests of specific structures

CASAS Adult Life Skills - Listening

CASAS
2725 Congress Street, #1-M
San Diego CA 92110
(619) 298-4681

Assess English listening comprehension in common life situations; three levels; used in ESL programs

Written Proficiency Only

Criterion Referenced English Syntax Test (CREST)

NY City Board of Education
Office of Ed. Assessment
Doc. Scan Center
49 Flatbush Ave, Room 514
Brooklyn NY 11217
(718) 935-3964

Choose correct word(s) to complete sentence; 3 levels; individual or group (45-90 mins.)

English Language Skills Assessment in a Reading Context (ELSA)

Newbury House Publ.
10 E. 53rd St.
New York NY 10022
(212) 207-7336

Five reading test series; multiple choice; (20-30 mins.)

CASAS Adult Life Skills - Reading

CASAS
2725 Congress Street, #1-M
San Diego CA 92110
(619) 298-4681

Assess ability to apply basic reading skills to common life situations; several levels and pre-vocational tests available; widely used in ESL programs

(Friedenberg, Gordon & Dillman, 1988)

Program Specific Tests

The best way to see what was learned in a training program is to develop a curriculum-based test directly from program goals, objectives, competencies, and content. In addition to the techniques of interviews, forms, writing samples, cloze exercises, and dictations discussed with initial trainee assessment, (which can also be used as pre- and post- or ongoing progress measures) program specific tests can be designed to measure the content learned through a variety of recognition and recall items.

Basic types of recognition items include multiple choice, matching, and true-false. Basic types of recall items are completion, short answer, and essay. The examples in Figure 4.8 are test items that could be used in a program for custodial workers.

FIGURE 4.8: Example Test Items

Recognition:	**Examples:**
• Multiple choice	Which cleaning fluid is used as a disinfectant? a. soap b. ammonia c. drano d. liquid detergent
• Matching	Match the picture of the tool with its name. Draw a line to connect the picture to its name.
• True-False	One cap of liquid soap is mixed with 2 gallons of water for floor cleaning.
Recall:	**Examples:**
• Completion	Before waxing the floors you first ____ them.
• Short Answer	What does a stripper do?
• Essay	What would you do if you found someone in the building after closing and they wouldn't leave?

Several resources for your own test construction are:

Feldman, M. A., and Foreman, R. B. (1986). A Guide for Planning Instruction for Bilingual Vocational Training Projects. Washington, DC: Miranda Associates, Inc., (Section 7: How to Construct Tests.)

Kuy, K., and Thomas, R. (1985). Handbook for Volunteer ESL Literacy Teachers. Boston, MA: International Institute of Boston. (Contains numerous examples of assessment items, instructional examples that could be used for assessment, and trainee worksheets.)

Payne, D. A. (1974). The Assessment of Learning: Cognitive and Affective. Lexington, MA: D.C. Heath and Company.

Alternative Assessments

Because language and literacy use in the workplace is inextricably tied to the work being performed, paper and pencil tests will not fully capture what has been learned as it relates to competency at work, and impact on the workplace. Susan Lythe of the University of Pennsylvania's Literacy Research Center states:

> The workplace may well lead the way in the development of alternative assessment procedures. It is there that literacy assessment is most closely tied to the functions and purposes of the setting. Assessment is about the meaningful use of literacy in a context; it's not an abstract matter. (cited in BCEL Newsletter No. 22, January 1990).

There are a variety of assessments that can provide data on how well instructional objectives are being met and competencies being learned both in the training setting and in the workplace. These include:

- trainee, supervisor and coworker feedback
- conferencing and portfolio collection
- competency checklists
- simulations of job tasks and performance tests

Trainee, Supervisor and Coworker Feedback Having trainees rate themselves on the language and literacy competencies that are tied to the objectives of the program and in the curriculum, can be a very useful way for trainees to see their own progress and to maintain high motivation during the training. Feedback from supervisors and coworkers can show you how the learned competencies are being used on the job.

This information can be gathered anecdotally or on questionnaire rating sheets at the beginning and end of the program, and even during or after the program. Actually, both types of data are desirable: one to give an overview of what all supervisors, for example, think, and the other give more in depth illustration of a few cases. It is best to make your questions as job-related as possible and tied directly to what was taught in the curriculum. An example of a supervisor assessment rating form appears in Figure 4.9.

FIGURE 4.9: Supervisor's General Assessment of Students

HOTEL ______________ SUPERVISOR ______ DATE ______
STUDENT NAME _________________ POSITION ________

INSTRUCTIONS: Please circle the number/letters for each behavior to indicate how much the student has improved since enrolling in the Workplace Literacy Class. Space is provided below for specific comments.

	Greatly Improved	Moderately Improved	Slightly Improved	No Change or Worse	Not Observed
1. Understands oral instructions, directions	3	2	1	0	N/O
2. Understands written instructions, directions	3	2	1	0	N/O
3. Speaks in English to you	3	2	1	0	N/O
4. Speaks in English to coworkers	3	2	1	0	N/O
5. Communications effectively without need for translation	3	2	1	0	N/O
6. Asks for help when it is needed	3	2	1	0	N/O
7. Understands numbers, measurements	3	2	1	0	N/O
8. Reports problems, such as need for repair, changed schedule	3	2	1	0	N/O
9. Reports planned absences, reasons for missing work or being late	3	2	1	0	N/O
10. Follows safety practices and safety rules	3	2	1	0	N/O
11. Takes initiative	3	2	1	0	N/O
12. Takes interest in job and pride in work	3	2	1	0	N/O
13. Gets along with and works well with coworkers	3	2	1	0	N/O
14. Works productively, effectively	3	2	1	0	N/O
15. Performs high quality work	3	2	1	0	N/O

COMMENTS:

from REEP (1989) p. A-14.

Conferencing and Portfolio Collection Conferencing is a basic technique originating in elementary education. Simply, the trainer meets with the trainee, one-on-one, and discusses progress in:

- meeting personal or program objectives
- participating and attending
- commenting on strengths and areas for improvement

The trainer then writes up the conference to document the progress and needs. Conferences can also be used to review portfolios.

Portfolios are collections of trainee work and evaluations. They can include:

- writings, notes
- assignments, worksheets
- readings completed
- math, diagrams, charts
- tests, quizzes
- interview results
- self assessments
- personal workplace objectives
- performance tests
- trainer and supervisor comments and anecdotes

All entries into the portfolio should be dated. Periodically, the portfolio should be reviewed with the trainee, comparing like entries over time, such as writings and noting progress and areas for improvement.

Competency Checklists Another type of alternative assessment which would also be done by the trainer is a competency checklist. The competencies on the list would be those on which the instructional content is based stemming from the program specific job-related objectives. The competencies can be rated on a five-point scale, and this can be done at several times during the program. For competencies that are best evaluated while performing work tasks, role plays with performance tests can give the best indication of competency level.

Figure 4.10 shows an example of one organization's competency checklist for a workplace literacy program.

FIGURE 4.10: Example of a Competency Checklist

PROJECT WORKPLACE LITERACY PARTNERS IN CHICAGO
(Northwest Educational Cooperative/Travelers' & Immigrants Aid)
END OF COURSE SUMMARY

Name:

Language Proficiency Level
at Time of Entry:

Beginning (SPL 0; SPL I; SPL II)
High Beginning (SPL III; SPL IV)
Intermediate (SPL V; SPL VI)
Advanced (SPL VII+)
Native Speaker of English

Site:

Course:

Instructor:

Dates:

The student at the end of the course:

	Cannot perform	Performs adequately		Performs well	
1. Describe path of raw materials from receiving to shipping.	0	1	2	3	4
2. Identify company departments and functions.	0	1	2	3	4
3. Identify company products.	0	1	2	3	4
4. Describe job duties.	0	1	2	3	4
5. Describe tools and machines used on job.	0	1	2	3	4

COMMENTS:

Simulations of Job Tasks and Performance Tests An effective (and fun) way to practice and test competencies used to meet a particular performance objective (see Figure 6.2 for a discussion of performance objectives) is to role play the work task using the targeted communicative (language and literacy) competencies. Role plays using real job items, language and people can maximize the transferability of language skills to the workplace. Role plays can be practiced to help meet the program's performance objectives, and can be accompanied by performance tests. The role play test should be done at several times during the program, scored and dated to note progress towards full competency.

The following example relates to a program for training LEP employees to be more proficient with the telephone. Figure 4.11 provides the script for a role play that would involve simulated phone conversation with message taking on a message form. The form is provided in Figure 4.12.

The accompanying performance test should be inconspicuously filled out by the trainer during the first role play for each "operator" trainee. By doing this near the beginning of the program or session addressing a particular objective, you accomplish several purposes:

- assess the original level of competency
- gain information on what needs to be worked on during instruction and what doesn't
- establish a "pre-test" level against which later or final performance test scores can be measured to show progress (These test results can be included in the portfolio or presented separately as evidence of improvement.)

Figure 4.13 demonstrates how the performance test relates to the performance objectives of the telephone role play. The actual criteria used and methods of rating and scoring would depend on the needs of the particular workplace and focus on what is considered appropriate by the trainer.

FIGURE 4.11: Example of a Simulated Telephone Call Requiring a Written Message.

Operator: *Hello, Adult ESL.*
Caller: May I speak to Timmie Walker?
Operator: *I'm sorry but she is not available, she won't be in till tomorrow.*
Caller: Could you tell her that Bob Thomas from DAC called.
Operator: *What does DAC stand for?*
Caller: Development Assistance Corporation.
Operator: *Was that "Systems Corporation"?*
Caller: No "ASSISTANCE".
The number is (603) 742-6300.
Operator: *Is there an extension?*
Caller: No. Please tell her that it is very important that I speak with her tomorrow about the training I will be doing at the company next week.
Operator: *I will.*

FIGURE 4.12: Response Form

IMPORTANT MESSAGE

TO ______________________________

DATE ________________ **TIME** _____ **A.M. P.M.**

WHILE YOU WERE OUT

M ______________________________
OF ______________________________
Area Code
& Exchange ______________________________

TELEPHONED		**PLEASE CALL**	
CALLED TO SEE YOU		**WILL CALL AGAIN**	
WANTS TO SEE YOU		**URGENT**	
RETURNED YOUR CALL			

Message ______________________________

____

Operator ______________________________

FIGURE 4.13: Performance Test for Telephone Role Play

TASK:	Record telephone messages
PERFORMANCE OBJECTIVE	In a classroom role play, record all the information for a telephone message on a "While You Were Out" message pad at the level percent of full competency.
RELATED COMMUNICATIVE COMPETENCIES	• Understand speech over the phone. • Report/write factual information. • Ask for clarification. • Ask for additional/complete info. • Ask for/record the spelling of names. • Read, understand and use message pad.

ITEM	CRITERIA FOR FULL CREDIT	0	1	2	NOTES
1. To	first & last names				
2. Date	month, day (& year)				
3. Time	hour & minute (circle AM or PM)				
4. M	complete M (Mr., Mrs., Ms.), first & last names				
5. of	name of organization				
6. Area code & exchange	area code & exchange, extension, if given				
7. Call box check	check appropriate box(es)				
8. Message, content	include all information given				
9. Message, mechanics	correct spelling & grammar, clear & legible				
10. Operator	first and last names				**TOTAL SCORE**
		SCORE			

Rating -- 0 = missing
1 = partial
2 = complete

Criteria for Competency:
20 = full competency
16-19 = minimal acceptable competency
below 16 = below competency

Trainee Date Attempt Trainer's Signature

Program Evaluation

Both formative (ongoing) and summative (at the end) evaluation are crucial to continued program success. Figure 4.14 summarizes both types of evaluation.

FIGURE 4.14: Types and Purposes of Program Evaluation

Types of Evaluation	Schedule	Purpose
FORMATIVE	- at several points during the program	- to provide data to adapt and improve programs as trainees' needs change
SUMMATIVE	- at the beginning and end and after the program	- to show trainee progress, program effectiveness and long term impact - to provide data for the development of the next program

Evaluation of Trainee Progress

A major component of program evaluation is determining how successful the program is being or has been for the trainees as a whole. Trainee confidentiality can be protected by presenting data in aggregate form instead of by individuals. This can be done by:

- comparing post-test scores to pre-test scores for program specific and standardized tests (if used)
- summarizing the results of alternative assessments
- comparing trainee goals and objectives for outcomes

Evaluation of the Program Itself

In addition to assessing the impact on the trainees, aspects of program planning, implementation and impact need to be evaluated. The three perspectives that are needed are from the:

- trainees
- trainers/staff
- supervisors/managers

Questionnaires or interviews should be designed for each of these groups and administered at the end of the program. It is best to try to get everyone in each of these groups to respond to a simple check-list form, that can be quantified, like the example of the supervisor evaluation of trainees in Figure 4.17, and to get some respondents in each of these groups to answer more open-ended questions which will give you ample anecdotes, examples and illustrations. With only the quantitative data, someone could ask, *"What do these figures and percentages really mean?"* With only some qualitative examples, someone would ask, *"these few look good, but what do the others think?"* Both sources of data will give you the overall trends and vivid illustration of them.

Also, as with trainee progress, overall program goals and objectives need to be compared to outcomes to ascertion the success of the program.

The following examples of questionnaires/interviews are from real workplace programs, and are for trainees (see Figure 4.15), trainers (see Figure 4.16), and supervisors (see Figure 4.17). The trainee program evaluation was used with a low level ESL group, the instructor survey contains short but numerous questions, and the supervisor questionnaire data was gathered through oral interview.

FIGURE 4.15: Program Evaluation Form for Participant Reactions

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PARTICIPANT EVALUATION -- INTRODUCTORY ESL PROGRAM

1. I understand the reasons for the class.

   ___ Yes ___ No

2. I can explain the company's safety rules.

   ___ Yes ___ No

3. I can tell my supervisor about a problem with my equipment.

   ___ Yes ___ No

4. I can answer questions about problems at work.

   ___ Yes ___ No

5. The class helped me with my job.

   ___ Yes ___ No

6. The class did not help me with my job.

   ___ Yes ___ No

7. I liked the student book.

   ___ Yes ___ No

8. The teacher was helpful

   ___ Yes ___ No

9. I can understand the teacher.

   ___ Yes ___ No

10. I learned a lot in this class.

___ Yes ___ No

11. I did not learn very much in this class.

___ Yes ___ No

12. I would like to take another ESL class at work.

___ Yes ___ No

13. I have friends at work who would like to take an ESL class at work.

___ Yes ___ No

14. The materials were:

___ Easy ___ Just Right ___ Difficult

15. This class was:

___ Easy ___ Just Right ___ Difficult

Please tell us what you liked about this program:

Please tell us anything you would like changed about this program:

(Questions could be reworded to accommodate responses of several gradations between positive and negative.)

Harlem, L. (1990). The Institute for Management and Technical Development, Middlesex County College, Edison, NJ.

FIGURE 4.16: Example of Program Evaluation Form Based on Instructor's Reaction

INSTRUCTOR SURVEY

Name: ______________________________
SS# ______________________________
Address: ______________________________

Phone: ______________________________
Educational history: ______________________________

Work history: ______________________________

1. How much pre-service training did you receive?

2. Was your training sufficient?

3. How could it have been improved?

4. Did you receive enough classroom support in the initial class periods?

5. Was the planning and preparation for ARC start up effective?
   What suggestions could you make for start up at future sites?

6. What is the most effective way you have found to interview, enroll, and place (level) a student?
   Which of our present enrollment procedures do you feel could be eliminated, replaced, or streamlined?

7. Has the equipment (computers, cassette players) been consistently operational?
   How could the equipment be improved?

8. Was your classroom area large enough? Was it arranged in a usable manner? Did students have space to work? Was there enough light?
   How could your classroom space be improved?

9. Did you have enough classroom supplies? (paper, pencils, clips, staples, etc.)
What other supplies did you need?
Did you purchase materials or supplies on your own?
If so, what did you purchase?

10. Did you find the curriculum well developed and easy to follow? Explain.

11. What improvements and/or additions would you suggest to the curriculum?

12. How did the software and printed material integrate into the curriculum?

13. Was the curriculum flexible? Were additions and deletions made to supplement and improve as the year progressed?

14. Do you feel that the software used in the program was appropriate?

15. How could software be improved?

16. Do you feel that the computers are a significant aid in the classroom?

17. How could they be better used?

18. Did you use volunteers in your class?

19. What were the duties assigned tutors?

20. What suggestions do you have for the use of tutors in literacy programs?

21. What procedures did you use for evaluating students?
Which procedures do you feel were the most effective?

22. How do you perceive the students' feelings about methods used for evaluation?

23. What kinds of student feedback about their evaluations did you receive?

24. Did you get to know your students well?

25. Were the counseling sessions helpful?

26. How did students seem to feel about individual sessions?

27. What kinds of changes did you observe in students over the year's time?

28. Was the contact person(s) at the plant site helpful?
Explain.

29. Were there any problems with students leaving the worksite to come to class?

30. Was plant management supportive?

31. How much time (average) did you spend preparing for class each week?

32. How did you plan for your classes? How did you keep up with each student's progress?

33. How could the Reading Improvement Program be improved?

34. Why do you feel the RIP has been so successful?

35. What specific recommendations would you make?

36. What are the strengths of the RIP?
Weaknesses?

37. What recommendations for future implementation would you make?

from Caldwell Community College and Technical Institute. (n.d.). Appendix xxvi.

FIGURE 4.17: Example of Program Evaluation Form to Solicit Supervisor's Reactions

WORKSITE SKILLS ENHANCEMENT PROGRAM

Program Evaluation Questionnaire

WORKSITE:____________________DATE:__________

PROGRAM CONTACT:_____________TELEPHONE:__________

TITLE:____________________________________

TYPE OF PROGRAM: ABE____ESL____GED____OTHER_____

We are conducting interviews with those key personnel who have worked closely in planning and implementing worksite-based literacy programs in order to evaluate and strengthen services. Your perceptions and insight are vital in accomplishing this task. There are ten interview questions and a brief survey to be completed; this should take no more than 30 minutes of your time. We would appreciate your assistance by answering these questions as thoroughly as possible.

1. What were your expectations of the program conducted at this site?

2. To what degree were your expectations met?

3. What benefits have you seen as a result of employee participation in this program?

4. How accepting have the supervisors and co-workers been of the program and the employee participants?

5. How accepting has upper level management been of this program?

6. What are the 3 most positive aspects of this program?

   What are the 3 least positive aspects of this program?

7a. Who provided instructional services for your program?

7b. How satisfied have you been with the service provider you have used for instruction?

8. Would you encourage other employees to participate in this program?
Yes_____ No_____
If no, please explain.

9. Would you recommend this program to other companies?
Yes_____ No_____
If no, please explain.

10. Does your company plan on continuing services?
Yes_____ No_____ Not Sure_______
Please explain.

Thank you

---

from South Carolina Department of Education (1988) pp. 26-27.

Ongoing Benefits to the Employee and Employers

Besides showing the trainee progress and program effectiveness, employers want to know how the program affects workers' performance back on the job and how that performance affects productivity, and other aspects of *"the bottom line"*. Information on long term program impacts can be gathered by questionnaires or interviews, forms, or simply by counting. Some of this information might be already available at the company.

Improvements can be tracked in:

- attitudes
- motivation
- self-esteem
- teamwork
- initiative
- retention
- promotion
- entry into further training
- productivity
- customer & public relations
- coworker relations
- performance reviews
- attendance

Reductions can be tracked in:

- errors
- accidents
- wasted time
- lateness
- turnover
- complaints
- misunderstandings

All of these are too many for any program evaluator to gather data on, but some should be included. It is best to begin gathering information on a subset of these during the program and then continue for 3, 6, or 12 months. The initial program planning meeting with management, when program goals, curriculum and evaluation strategies are being decided, is the appropriate time to negotiate which of these, or others, are important to track, which are already being gathered, and which are not as crucial in the business context. One company reported a reduction in turnover from 75% a year to 25% in the year following the program. This fact alone saved the company more money than it cost to run the program.

Summary of Uses and Importance of Ongoing Evaluation

Evaluation information not only tells you how well the program is going but is also a primary source of information for initial and ongoing program planning. The following figure includes: program needs assessment, reviews the types of evaluation, the major questions answered, when the evaluation needs to be done, and the types of instruments for data collection (see Figure 4.18).

Incorporating the trainee and program evaluation information into an ongoing system that is a regular function in managing the training program has at least two important effects:

1. a means is established for continuous feedback about program effectiveness and problem identification, so that areas for improvements are highlighted based on performance outcomes, in addition to individuals' subjective perceptions

2. information is readily available for demonstrating to parties, internal or external to the company, that results are being obtained from the training program

Figure 4.18: Decisions, Schedule and Instruments for Evaluation Types

Types of Evaluation	Questions Addressed	Schedule and Analysis	Instruments for Data Collection
1. Program Needs Assessment	- What specific skills should be taught? - What levels of skills?	- Before program begins - Sample of tasks & trainees	- program needs assessment - language and literacy task analysis
2. Initial Trainee Assessment	- From all the training objectives, what does this trainee need to learn most?	- At start of program or class	- oral interviews - writing samples, forms, cloze ex., and dictation - standardized placement tests
3. Trainee Progress Evaluation	- To what extent is this trainee accomplishing his/her objectives?	- Ongoing & pre - post measures - Compare to other standards	- standardized pre & post tests - programs specific tests - alternative assessments
4. Program Evaluation (formative & summative)	- To what extent is the program/group accomplishing its objectives? - Do these accomplishments lead to desired long-term outcomes?	- During program and pre- post measures - At the end and after the program - Relate program outcomes to job performance	- summaries of trainee & post tests and alternative assessments - questionnaires: trainees, staff & supervisors - tracking of benefits to the company

117

118

Establishing such an evaluation system employs at least five functions:

1. accurate, systematic, accessible, and relatively standard records on individual trainees and their assessments

2. regular summaries of program evaluation results, at least at the end of each training cycle or program, and comprehensive reports at critical periods, such as at the end of each training year

3. regular discussions of the evaluation results among the training staff members to provide information for the program planning process

4. periodic discussions with trainees, co-workers and supervisors to apprise them of the training program's outcomes and to assess their perceptions of the impacts of the training on the job

5. periodic discussions with management and union representatives to apprise them of the training program's outcomes and to determine other questions of an evaluative nature that they would like to see answered about the current or future training programs

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Chapter 5:

PROCEDURES FOR LITERACY TASK ANALYSIS

> *To understand a world, you must become*
> *part of that world, while at the same time remaining separate.*
> *(Michael Quinn Patton)*

Introduction and Purpose

As you will discover in reading this handbook, workplace programs for LEP workers must address a variety of basic skills: including language, literacy and cross cultural communication skills. Researchers have found that workers use a combination of reading, writing, speaking, listening and related problem-solving skills on the job, often in collaboration with coworkers. As we have discussed in **Chapter 1: Conceptualizing and Planning Training Programs,** the most effective way to teach these skills to workers is to use actual job materials and simulations. Employees thus taught are able to read work materials at a much higher level than their general reading level, and to better retain the skills developed using such materials.

A literacy task analysis enables you to observe workers on the job and to gather samples of literacy materials they are required to use in performing their jobs. It also enables you to document the way workers use these materials, so that you may devise instructional objectives using the functional context of the job. This chapter provides specifics on how to perform a literacy task analysis.

What's in This Chapter?

1. An overview of language and literacy task analysis.
2. A definition of workplace literacy.
3. A "how to" guide for conducting the task analysis.
4. A worksheet for writing up language and literacy-related tasks.
5. Examples of language and literacy competencies identified through the use of worksheets.

Overview of Language and Literacy Task Analysis

This overview provides answers to a number of questions about language and literacy task analysis.

What Is Workplace Literacy?

As a result of the most recent research, workplace literacy has been defined as **the integrated use of reading, writing, listening, speaking, mathematics and related cognitive skills to perform job-related tasks. This often requires the application of prior experience.** It may include communication skills, problem-solving, decision-making and teamwork. As we discussed in **Chapter 1: Conceptualizing and Planning Training Programs**, this definition is much broader than the definitions used in academic settings. It serves to guide our thinking as we conduct our literacy task analysis.

What Is Literacy Task Analysis?

Literacy task analysis is a method for identifying the language and literacy skills used by workers on the job. It employs the technique of job task analysis--that is breaking a particular complex act or duty down into smaller units (tasks) in order to describe and analyze them. Literacy task analysis is used by both job skills and workplace ESL and literacy training programs to identify the specific competencies the trainee must master to be competent on the job.

Why Is Literacy Task Analysis Used?

Industry-based programs must provide the language, literacy and job-skills needed after a relatively brief time in training. Such programs must also provide workers with the skills they need to be retrained or promoted. To do this, they must provide highly focused training that targets the specific language and literacy requirements of the job. By completing a literacy task analysis, you can:

- identify the specific reading, writing, speaking, listening and computation skills needed for each critical job task

- gather job-related materials to use as the basis for developing instructional materials, pre and post-tests, exercises and simulations

- identify cross cultural competencies to be addressed

Literacy task analysis is used by programs for planning curriculum content, pace, and emphasis; program entry and exit standards; testing and evaluation methods and criteria.

How Is a Literacy Task Analysis Initiated?

Before a literacy task analysis can take place, the instructors must determine the jobs LEP employees currently hold and which duties and work-related materials (such as safety regulations) seem to be creating problems for these employees. The jobs these employees could be promoted into should also be identified for study, since most employers and employees are concerned about preparation for future advancement. Once this information has been gathered, the curriculum developer and instructors should perform a literacy task analysis for each job. If program participants will include LEP workers from many jobs, several staff members may be used to document the different jobs. This analysis provides the following:

- the main components or duties of the job

- the language and literacy tasks that comprise each of the job components, the grammatical structures, the language skills (i.e. listening, speaking, reading, writing) and cultural information

- the kinds of interactions with coworkers required

- the nature of social interactions during the work day

- the kinds of errors commonly made by employees and how they are handled

- the safety issues related to language and literacy skills

- cross-cultural information to be addressed

It is important to distinguish between technical job skills and literacy and cross cultural competencies. An ESL instructor in Seattle found himself trying to teach the principles of electricity, something he was ill equipped to do and rightfully a responsibility of the technical trainer. Coordination between the two instructors is important to avoid such difficulties.

How Is a Literacy Task Analysis Conducted?

The procedures on the following pages outline the key steps to be taken in performing a language and literacy task analysis. They include:

- interviewing employers and supervisors
- observing and interviewing workers on the job
- collecting documents, such as forms, tags, work orders, labels, manuals, job descriptions, safety information, and training materials
- collecting ancillary written materials, such as benefits packages, employee manuals, policy manuals
- meeting with all those observed and interviewed to check the accuracy of one's perceptions. A focus group is an effective way to accomplish this

You should write detailed observation notes, and document what you see and hear while observing competent English proficient workers as they perform jobs also held by the LEP workers targeted for the program. They, rather than the LEP employees, are observed because of the need to document the kinds of language functions desirable for the job. Taking the time to observe carefully, writing very detailed notes, and employing the approach used by ethnographers is essential to gathering the linguistic and cultural information needed for training LEP employees.

How Is Literacy Task Analysis Data Documented?

How you document the information you gather is important. It includes writing itemized descriptions of duties and breaking them down into component tasks (see Exhibit 5.3). Literacy task analyses document the language used in association with each task: the vocabulary, slang, common idioms, grammatical structures used, and cultural information necessary to perform the job competently. As far as possible, describe the tasks in clear, observable terms. Figure 5.1 provides an example of the documentation of one task in a packer's job in an automobile instrument panel factory. It represents the distillation of pages of detailed notes.

FIGURE 5.1: Example of some literacy tasks for a packer.

Task 1 Assessment Area.

Read the Pack Area Check Sheet and inspect the area to determine whether the packer from previous shift completed each assigned duty prior to leaving work.

Task 1.1 Complete Pack Area Check Sheet.

Read each item and check in the *"yes" or "no"* column whether each item was done. Comment where necessary (a few words rather than connected text).

Task 1.2 Count the pieces of dunnage.

Check each basket to be sure each is set up with the required materials for packing instrument panel for each type of automobile. (Dunnage = packing material.) Requirements vary with make of automobile. Worker needs to learn name, make, color and be able to recognize script on panel, e.g. Cadillac.

Task 1.3 Check basket labels.

Read labels on each basket to be sure they have the correct color, color number, and the number of parts that will be packed in each basket. Check to be sure the swatch of material is the correct color. (Refer to the wall chart that gives this information.)

Compute the number of instrument panels to be packed this shift by estimating the number of labels needed based on the speed with which the parts are coming off the line. Count the number of color labels in each holder to be sure there are enough for the entire shift.

What Are the Uses of Documentation?

If you are to integrate the literacy task analysis information into your curriculum, you must carefully document each task involving reading, writing, speaking, listening and computation, and collect all related documents. In the example above, you would collect the Pack Area Check Sheet and examples of the color labels. You would also want a copy of the color chart on the wall or to take a polaroid picture of it if a copy is not available. You can then develop lesson plans and curriculum units based on the information describing each specific task.

Chapter 6: Curriculum Design and Development and **Chapter 7: Methods and Techniques for Effective Instruction** in this handbook give more information on creating curriculum and instructional materials. Planning based on literacy task analysis targets clusters of skills including:

- locating information
- writing summaries
- troubleshooting
  - formulating questions
  - devising alternative solutions
  - making and checking predictions
- using multiple sources of information
- problem solving
- technical vocabulary

In the example given in Figure 5.1, the packer had to know how to locate information on the color chart, fill in the check list form with appropriate comments where necessary, estimate the number of parts to be packed this shift, and decide what to do if the previous packer had not left the area set up properly.

When Should a Literacy Task Analysis Be Done?

As we point out in **Chapter 1: Conceptualizing and Planning Training Programs**, you should do this analysis during the needs assessment phase of the industry-based program, prior to developing objectives and curriculum. Allow adequate time between completing the literacy task analysis and starting instruction to design the curriculum, develop many lesson plans and identify or create instructional materials. In instances where the program has already been implemented, literacy task analysis can be useful to update and revise the curriculum, making it more closely aligned to the participants' job requirements.

Sometimes ESL instructors express concern about the amount of time involved in creating job-specific materials based on the task analysis data. You may not have to spend an overwhelming amount of time in materials development. You will develop materials based on the analysis to form the core of the curriculum. You may also use appropriate commercial materials for instruction. For example, reading bar graphs may be a needed skill. Forms or graphs collected during the literacy task analysis may be used along with commercial worksheets to teach that skill. You will also plan to teach speaking and listening skills and workplace cultural information throughout each lesson. The idea is to have as much knowledge as possible about the day to day functions of the job in order to make instruction as relevant to the workers' experience as possible.

Who Conducts the Literacy Task Analysis?

Ideally, ESL instructors should be familiar with the worksite and jobs of trainees and thus should be involved in conducting the literacy task analysis. The education or curriculum coordinator should lead in designing and organizing the literacy task analysis activities and provide direction for integrating the findings into the program's curriculum. If job skills training is concurrent with ESL instruction, both instructors should benefit from the experience of determining what the trainees really need to know for the job. If ESL instructors are new to workplace settings, they may find themselves faced with new challenges in learning the workplace culture, new vocabulary and how to adapt their instructional activities to new kinds of language skills. The business, education coordinator and advisory group must be aware that instructors will require paid time for materials development, lesson planning and coordination with the supervisor or job trainer, if they are to be successful in providing job-related instruction.

If your program has no one with the expertise to conduct a literacy task analysis, outside consultants with experience may be called upon to assist, but you should be careful to make certain that they employ the method outlined here and described in more detail in the references cited.

Procedures for Conducting a Literacy Task Analysis

Observers conducting the literacy task analyses at a given worksite will first obtain an overview of the site and the context of jobs to be studied. The amount of time spent collecting data will vary according to the complexity of the job and the duration of its component tasks. The procedures outlined in the pages that follow are adapted from a protocol developed for conducting research in job literacy requirements. See Grover, Seager, and deVries (1990).

STEP 1: Determine the job areas to be studied and arrange to do task analysis.

As we discussed earlier, literacy task analysis is part of the needs assessment process. Once the employer and labor union officials have given permission to conduct the literacy task analysis, those doing so should meet with the advisory group to examine performance and productivity indicators (described in **Chapter 1: Conceptualizing and Planning Training Programs**) and identify the critical jobs and tasks to be observed. The advisory group or employer representative should assist you in making initial arrangements to:

a. Observe and interview an experienced worker in each job held by LEP workers targeted for the program.

b. Observe and interview an experienced worker in each job to which those being trained might be promoted.

c. Collect documents read by workers and materials considered important by management.

Reminder

- Meet with company officials and employee supervisors.
- Ask about current or future changes that may affect the jobs.
- Obtain names of those to be observed; set up a schedule.
- Obtain copies of job descriptions and standard operating procedures.

STEP 2: Prior preparation for analysts

a. Read the job description(s) provided by the company and note any components of the job description indicating that literacy skills are required.

b. Make a composite list of the tasks that appear to require literacy skills for:

   1) the job to be studied

   2) the job(s) to which workers in those jobs are promoted

c. Use this list as a basis for the observation and discussions at the site(s).

   (Note: The job description will provide an orientation to the job, but may understate or overstate the literacy skills required of the job. It serves as a basis for questioning, not as a basis for describing the literacy skills required for the job.)

d. Read any materials about the site which may have been provided during initial meetings.

STEP 3: Initial site visit by analysts

a. Establish a relationship with the relevant supervisor who works most closely with LEP employees targeted for the program.

b. Communicate purpose and components of literacy analysis.

c. Obtain supervisor(s)' perspective of job, job requirements and hiring criteria.

d. Schedule observations.

e. Tour the site. The site tour has several purposes:

   1) Obtain an overview of the company, its operations and employees.

   2) Identify the different departments and their functions.

   3) Learn the relationships among the different departments.

   4) Understand the context of the occupations to be observed.

   5) Get a sense of what to expect during observations concerning:
      - noise level - where to conduct employee interviews
      - safety factors
      - outline
      - employee attitudes

Questions

- Ask about minimum requirements for job.
- Ask how well-qualified LEP workers are for job.
- Ask about areas of difficulty for LEP workers.
- Ask about common errors and accidents on the job.
- Ask how long it will take to see entire job.
- Ask about requirements of next job up.
- Ask union officials about cooperative agreements.
- Discuss purpose of observations with labor and management.

STEP 4: Second site visit by analysts

a. Observe an experienced employee and document the job and its literacy tasks.

b. Interview and observe a worker promoted from the entry-level position to obtain information on the skills required to perform the job.

c. Obtain documents you observe workers using.

Observation Method

Conditions at the work site will determine the method used to collect the information to be garnered from the questions listed below.

Option 1. Option 1 allows you to observe the worker perform the task and then move to a quiet area to ask him or her questions. If the job site is hazardous or noisy, and the job task has a small number of reading materials involved and is relatively simple, then Option 1 may be the best method. Have the worker bring all forms, manuals and easily transportable measurement tools he or she uses on the job to the interview. After asking the worker questions in a quiet area, return to the workplace and watch as the worker performs the tasks a second time. Use your second observation to clarify your understanding of the task.

Option 2. Option 2 follows the same steps as Option 1, but the field observer spends less time observing and more time asking questions about the job. For a relatively complex job that involves several printed materials and is also performed in a noisy or hazardous work area, option 2 is a better choice than option 1. For tasks which integrate several printed materials, the extra time spent talking with a worker is often needed.

Option 3. This is the optimum method. When the work area is quiet and safe enough, you can ask questions during the job performance. Ask the worker to explain each step of the procedure as she or he is performing it. This is the preferred method, and is assumed in the following question reminders.

(Options are adapted from Drew and Mikulecky, 1988.)

Reminders

- As you observe, ask questions about tasks not clear to you, especially when literacy tasks are involved.
- Ask about other tasks not done routinely.
- Ask where mistakes are usually made.
- Ask what kinds of accidents happen.
- Ask for any manuals, books, and forms related to job.

Interview and Observe Promoted Worker

There may be several different promotion possibilities; if that is the case, this interview and observation may need to be repeated several times. Observe as with worker above, but also add these new inquiries:

Questions

- Ask about job tasks that were completely new.
- Ask which new tasks were most difficult.
- Ask about common errors and accidents.

Collecting Job-related Materials

Collect copies of all reading materials used during the observation by workers being shadowed and reading materials they report needing to use at other times. Take copies of forms or ask to photocopy those you can't take. Where neither option is possible, photograph or write down the text of the forms, e.g. the safety or operating instructions on the equipment or machinery. Make sure you collect copies of completed forms so you can see how they are used.

Questions

- Ask: "what do you use this material for?"
- Ask: "how did you read/use this material when you began this job?"
- Ask: "how do you use this material now?"

Documenting the Literacy Task Analysis

Describe how job-related forms and documents are used by workers as you observe. Also record spoken language and make notes about cross cultural issues. Use observation notes, rather than job descriptions, to:

1. Summarize literacy-related tasks LEP workers are required to perform and describe additional literacy tasks required upon promotion. (Use format provided in Exhibit 5.3.)
2. Reference reading materials where appropriate. (Use form in Exhibit 5.1.)
3. Cite other materials a worker might need to understand in order to perform within the company, such as, personnel manuals, union materials.

4. Compile an appendix of the materials. (Identify each using the form in Exhibit 5.1.)

5. Analyze the language and cultural information noted during the observation and interview. (Exhibit 5.2 provides guidelines for making this analysis.)

ACTIVITY 5.1: Literacy Task Analysis

For one job of LEP workers in your company, analyze the language and literacy tasks. Refer to the 5 steps above and use **Exhibits 5.1, 5.2**, and **5.3**. For this activity, you may analyze one or two documents and one or two duties.

Check the Accuracy of Your Analysis

Meet with all those observed and interviewed, showing them the results of your analysis. Talk them through what you have written to be sure you have been accurate. Discuss the final results with the advisory group. (Refer to guidelines in **Chapter 1: Conceptualizing and Planning Training Programs.**)

Summary

Literacy task analysis is an important source of information for setting program and instructional objectives, gathering materials for lesson plans, and planning evaluation strategies. It is an important means of ensuring that your program is relevant to the needs of the target population and focused on their jobs or training programs.

EXHIBIT 5.1: Document Summary Form

SITE: ______________________________

DOCUMENT: ______________________________

DATE: ______________________________

DOCUMENT SUMMARY:

1. Name & description of document:

2. Worker and job with which document is associated:

3. Brief summary of contents:

4. Worker(s) use of document:
   a. Purpose of using document:

   b. How was document used when worker was new to job?

   c. How is document used now?

EXHIBIT 5.1: Document Summary Form (example)

SITE: C-Technologies

DOCUMENT: Pack Area Check Sheet

DATE: September 1, 1990

DOCUMENT SUMMARY:

1. Name & description of document:
   Pack area check sheet. Lists areas to be inspected, place to check Yes or No, after tasks completed, place for comments.

2. Worker and job with which document is associated:
   Van Lee.

3. Brief summary of contents:
   See description.

4. Worker(s) use of document:
   a. Purpose of using document:
   Daily inspection at beginning of shift.

   b. How was document used when worker was new to job?
   Merely as a checklist.

   c. How is document used now?
   Fills in comments when there are problems.

EXHIBIT 5.2: Task Detail Worksheet

Use this outline as an organizer for analyzing the language and literacy needs you have identified. On a separate page list each vocabulary word, structure or skill next to the appropriate category.

Task-Related Language Needs (Make a special note of safety-related items under each category.)

A. Vocabulary
    1) Technical
    2) Non-Technical
    3) Idioms

B. Language Functions
    1) Report factual information
    2) Ask clarifying questions
    3) Seek factual information
    4) Discuss problems
    5) Others

C. Literacy Tasks
    1) Fill out forms
    2) Scan charts
    3) Read directions
    4) Other

D. Language Skills (Refer to vocabulary and language functions and literacy tasks; include specific competencies for each skill area.)
    1) Listening
    2) Speaking
    3) Reading
    4) Writing

E. Cultural Information (Fill in notes regarding each of these.)
    1) behavior toward supervisor, boss, peers;
    2) individuality vs. group effort
    3) standards of politeness and appearance
    4) receiving praise; being singled out
    5) social relations on the job
    6) interactions with women as peers and supervisors
    7) asking questions.

EXHIBIT 5.3: Worksheet for Documenting Literacy Task Analysis Data

Observer: ______________________________

Job Being Analyzed: ______________________________

Location: ______________________________

Dates: ______________________________

Task/Subtask	Language Function or Literacy Skill

EXHIBIT 5.3: Worksheet for Documenting Literacy Task Analysis Data (example)

Observer: Grover
Job Being Analyzed: Cook's Assistant
Location: Hospital C
Dates: July, 1989

Job Task/Subtask	Language Function/Literacy Task
Set up patient nourishments.	
1.1 Determine quantity of each type of snack. Use information on nourishment tags to determine approximate amounts needed for set-up. Based on this estimate, quantities of new materials needed for day.	1.1 SCAN tags for snack selected. ESTIMATE number of each item required. ESTIMATE total amount of raw materials.
1.2 Set up nourishments. Read nourishment tags to determine content of each patient's package and prepare contents. Set our required raw materials (meats, bread, cheese, juice, etc.). Determine alternatives for unavailable items, e.g., substitute bananas for apples in soft fruit diet. Ask about appropriate substitutions: "Ramon, we have no lemonade." "You can use lemonade from outside in the cafeteria." "There's none today." "O.K., use ..."	2.1 READ - nourishment list and tags - directions for commercial mixes such as Carnation instant breakfast - product names, e.g., apple juice. WEIGH meat and cheese slices, measure ingredients. ANALYZE to determine substitutions for items out of stock. ASK questions to seek information. PROVIDE clarification of problem.

References

Drew, R. and Mikulecky, L. (1988). How to gather and develop job specific literacy materials for basic skills instruction. Bloomington, IN: Indiana University, Office of Education and Training, School of Education.

Grover, J., Seager, A. and deVries, D. (1990). Research in workplace literacy: The literacy requirements of specific occupations. Hampton, NH: RMC Research Corporation.

Philippi, J. (1991). Literacy at work: the workbook for program developers. New York: Simon and Schuster.

Chapter 6:

CURRICULUM DESIGN AND DEVELOPMENT

PLAN AHEAD

Introduction and Purpose

An appropriate and effective curriculum is the heart of any training program, especially one for LEP employees. Directly from language and literacy task analyses, planners develop the goals and objectives of the program which will be met primarily through a curriculum. This curriculum is specifically designed to address the language and job training needs of LEP employees and is coordinated with the job training and other aspects of the program. Once the objectives of the instruction and content of the curriculum are set, the instructor plans sequenced lesson units and lessons to implement the training.

The purpose of this chapter is to explicate this process of starting with the results of language and literacy task analysis and working through goals, objectives, language and job content to the actual lessons for instruction.

What's in This Chapter?

1. A definition of curriculum and a discussion of its importance.
2. A description of the process of setting goals and objectives.
3. A discussion of deciding on, sequencing and coordinating curriculum content.
4. A presentation of lesson planning and a sample lesson.
5. Curriculum process examples at two different language and literacy levels.
6. An extensive list of key curriculum resources.

What Is Curriculum and Why Is It Important?

The term *curriculum* may be interpreted narrowly to mean the instructional materials used, or very broadly to include many aspects of program development, such as program goals, student recruitment, evaluation and staffing. In this chapter, *curriculum* is defined as:

> the plan for deciding on, developing and delivering the instructional component of the program and the result of that plan. This includes the setting of instructional goals and objectives, developing and sequencing content topics, deciding on teaching approaches and methods, assessing students proficiency levels, and planning lessons to meet objectives, using the desired content and at the appropriate level(s) for the students.

The curriculum of a training program is central to the fulfillment of its purpose and goals. For an instructional program for LEP adults in the workplace, the curriculum is the actual plan and means for addressing the training needs of the LEP employees. The curriculum addresses the vocational, language and literacy needs in conjunction with the following basic elements of LEP instruction in the workplace:

1. work procedures and job skill instruction that are comprehensible to LEP employees

2. language support where and when needed, including VESL and the native language

3. coordination between job skills being performed and prepared for, and language instruction

4. cross-cultural training to develop LEP employees' ability to function successfully within the organization and to develop their capacity for promotion

The curriculum is developed by taking job content information and competencies from language and literacy task analyses, and incorporating them with other workplace and general language and literacy competencies relating to LEP employee's needs (see **Chapter 5: Procedures for Literacy Task Analysis**). From these competencies, objectives are created and content materials are chosen. These content materials are then organized and sequenced by topic themes and difficulty levels, delivered via particular teaching methods and lesson plans, and coordinated with job training and work (see **Chapter 1: Conceptualizing and Planning Training Programs**).

Developing Curriculum Goals and Objectives

Focusing Goals

When asked "What are the goals of the training program for LEP employees?" a frequent response has been, *"To speak better English, to understand more."* Though these basic goals are important, they are too broad to lend much direction to the instruction and evaluation of reaching them. Even if appropriate pre- and post-tests are given during a program training cycle (typically 10-16 weeks with 2-4 hours of instruction a week), the amount of progress towards such goals cannot be very great in a short time, or the amount of progress that does occur will not be measurable by many tests. **Measuring success based only on achieving broad goals and evaluating a program in this way is setting up the program for failure.**

More specific goals can be decided on with the aid of the information obtained through language and literacy task analyses, and from observations and discussions with supervisors and trainers (see **Chapter 3: Removing Barriers to Program Participation**). Depending on the needs of the employees and priorities of the employer, two to six goals should be specified for the instructional cycle; any more would run the risk of leaving inadequate time to accomplish any goals. Examples appear in Figure 6.1.

FIGURE 6.1: Examples of Specific Goals from Different LEP Training Programs

- Ask and answer questions about new work procedures.
- Conduct a performance appraisal of a subordinate.
- Understand and communicate when a machine malfunctions to maintenance workers.
- Pass a written truck driver test.
- Read, understand and fill out job-related employment forms.

(See Figure 6.3 for an example of four related goals from one program.)

Setting Objectives

Once the goals of the instructional program have been decided on, specific objectives or performance objectives need to be set for each goal. These objectives, derived from competencies identified through the language and literacy task analyses, will relate to one or more of the following:

- performance of actual job tasks (e.g., to operate a power drill)
- language and literacy of the job and the workplace (e.g., to read and understand the power drill safety instructions)
- general oral and written English language structures (e.g., to understand the command form of verbs orally and in writing for operation and safety procedures)
- use of the native language (e.g., to understand the technical functioning of the power drill through oral explanation)

(See Figure 6.4 for other examples.)

Specific performance objectives indicate corresponding instructional content and suggest appropriate learning activities, such as role plays, as well as particular means for student and program evaluation. With these specific goals and objectives, appropriate student tests and assessments, such as performance tests, can be designed to measure what was learned and give some idea how well it was delivered. (See **Chapter 4: Trainee and Program Evaluation**.)

Performance objective statements describe what a student should be able to do after completing a lesson or series of lessons. An example appears in Figure 6.2. A complete objective statement includes:

1. the conditions under which the desired behavior is to be performed
2. the desired behavior or performance
3. the criteria by which the student is to be judged

(Bradley, Killian and Friedenberg, 1989)

FIGURE 6.2: Example of Objective and Performance Objective Statement

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Objective: To explain a malfunction of a production machine to a maintenance worker.

Performance Objective Statement: In the context of the classroom to explain orally to the instructor the type of malfunction and to answer direct questions about it after being given a simulated cue corresponding to a particular malfunction. The information should tell the instructor (maintenance worker) the type, location and severity of the malfunction and how it affects the products. All information must be correct and understood by the instructor for a 100% rating.

Detailed performance objectives tell the students exactly what they will learn and how and under what conditions their learning will be checked. Performance objectives should correspond to language, literacy and job competencies identified during literacy task analyses. Depending on the English abilities of the class participants, the performance objectives should also be written and/or explained in the native language if possible. (Bradley, Killian & Friedenberg, 1989)

Cross-Cultural Training Objectives

Understanding the culture of the American workplace and the unique culture of their place of employment is essential to LEP employees' abilities to keep their jobs and be promoted at work. This is true whether they are working in manufacturing or in a supermarket or hotel. As we will discuss in **Chapter 8: Cross-Cultural Training in the Workplace**, this type of training is usually necessary for their supervisors and coworkers as well.

In workplace ESL programs the expectations of the employer must be communicated, while at the same time encouraging students to discuss how such expectations would differ in their own country. For example, in most American workplaces, workers are expected to take breaks according to a time schedule rather than according to the flow of work as is the case in some other countries. Not taking one's coffee break at the designated time can cause misunderstandings with the workers. A classroom environment that validates the cultural perspectives of all students, encouraging cross-cultural comparisons, rather than the inculcation of a particular set of cultural values, can empower students to make the adaptations necessary to function in American culture while at the same time maintaining their own cultural identity.

A needs assessment, such as the one in Exhibit 1.2 of **Chapter 1: Conceptualizing and Planning Training Programs**, is an important tool for determining the cross cultural issues that need to be addressed in the company, and for identifying the specific objectives for both the ESL curriculum and the workshop. During the language and literacy task analysis instructors should look and listen for potential or actual cross-cultural issues. These should also be ongoing topics at advisory group meetings where management, labor union representatives, and coworkers discuss issues to be addressed in the program.

How does culture affect communication? Any kind of interpersonal communication is influenced by unconscious interpretation, which is a natural part of the way human beings process information. In unfamiliar situations, we make judgments about people or their behavior based on a number of culturally-based assumptions. These assumptions may or not be proved accurate in subsequent encounters. In a multicultural setting, unconscious values and assumptions are likely have even greater variability, and the potential for misunderstanding increases. Such misunderstandings, whether conscious or unconscious, create barriers to social interactions, handling emergencies, solving problems, getting jobs, and being promoted to better jobs.

What kinds of workplace problems are created by culturally-based assumptions? Among the problems identified are:

- the tendency of native speakers to subconsciously evaluate and interpret the abilities and intentions of others through verbal or written language behavior. This results in the assumption that people who make errors in English grammar or who have "accents" different from one's own are not competent or trustworthy.

- the tendency of different cultural groups to interpret the linguistic behaviors of people from cultural groups other than theirs according to their own cultural and linguistic norms. For example, Asian Americans' tendency toward indirect speech has resulted in stereotyping them as humble, nonassertive, and lacking in leadership qualities. Middle Easterners are often stereotyped as aggressive and boastful because the English language lacks the expressions and titles that convey courtesy and respect in the Arabic or Persian languages, and instead uses inflection and intonation in subtle ways to convey these attitudes.

- differences in expectations of appropriate verbal and nonverbal behaviors during job interviews. American interviewers expect candidates to display their superior qualifications, ability to solve problems and think for themselves. Candidates from other cultures need training in American cultural behaviors such as directness and informality of speech, clear confident answers to interview questions, and direct eye contact if they are to be successful.

- differences in expectations concerning the use of time on the job. American workplaces tend to be driven by the clock rather than by the flow of work or the fatigue of the worker. In other cultures, one may work until a task is finished then take a long break rather than interrupting work for a scheduled break.

- differences in beliefs about:
    - appropriate interactions with between worker and supervisor, male and female
    - how to make suggestions
    - how to clarify misunderstandings
    - when and of whom to ask questions
    - the appropriateness of criticism or negative feedback
    - interpreting anger or displeasure of supervisor
    - physical proximity and contact
    - taking initiative

Solutions to these problems are not easy, but learning to improve one's ability to assess situations and to interpret what has occurred gives one more accurate information in responding to any given situation, thus making one more confident and effective. Dealing with cross-cultural issues in the workplace requires ongoing attention to communications and adaptation on the part of all involved. The greatest adjustments are required of the LEP workers, who often can make such adjustments in a short time once made aware of what is expected of them. Cross-cultural training should be provided to LEP workers throughout the program as a part of the language instruction. Curriculum topics include:

- time: lateness, on time, in time
- receiving praise, being singled out
- behavior toward supervisor, boss, peers
- individuality vs. group effort
- eye contact
- interactions with women as peers and as supervisors
- asking questions
- personal space, distance, touching
- bodily contact
- touching top of head
- pat on the back
- the central place of work in American life
- standards of politeness and appearance
- what employers expect from workers
- social relations on the job
- living and working in a multicultural society
- formal and informal speech registers
- having choices about what kind of work one does
- training, life-long learning and promotions
- expectations for supervisor

Developing Curriculum Content

Coordination with Job Training and the Work Process

Before developing the curriculum content relating to performance objectives, the trainer needs to decide which objectives should be addressed with job training, or on the job, and which should be addressed in the language and literacy training. Some objectives relate to manual and action tasks which are best demonstrated and practiced on the job, such as making a bed, or using a tool. Others, though job and workplace specific, primarily involve oral language and literacy skills and can be effectively taught and practiced in a classroom setting and transferred to the work station, such as asking a supervisor for clarification of oral instructions or calling in sick. Other performance objectives are best covered in both the job and classroom contexts, such as reading, understanding and following machine operation instructions. Reading and understanding instructions can be presented and practiced in the training room as well as on the job, but following the instructions for operation can best be done on the actual machine. Because of this inherent connection between the physical job tasks and the related language and literacy needed to perform them, close coordination between job training, the work process and the language and literacy instruction is necessary. (See **Chapter 1: Conceptualizing and Planning Training Programs**.) Figure 6.3 provides an example of program goals. Figure 6.4 elaborates the objectives for the fourth goal. These objectives are coded for context (see the footnote of Figure 6.4).

FIGURE 6.3: Example of Program Goals

Goals: Trainees will learn to:

1. Operate a production machine.
2. Read and understand all operation, safety procedures and signs relating to the machine's operation.
3. Ask and answer supervisors' oral questions (in English) relating to machine operation.
4. Communicate machine malfunctions to maintenance workers.

FIGURE 6.4: Objectives for Job and Language and Literacy Training for Goal #4 in Figure 6.3

By the end of the training program, trainees will:

▲ Learn what the range of an acceptable product is.

▲ Learn at what points in the machine's cycle this range can be exceeded.

▲ Observe the machine's products and decide when they are "off".

▲ Be able to make minor adjustments.

▲ Know when to stop the machine.

* Be able to read, understand and follow directions and signs for stopping the machine in the middle of a run.

o Contact a maintenance worker.

o Explain different problems.

o Explain a series of steps leading to a problem.

* Give examples and indicate results on the products.

o Understand and answer questions of the maintenance worker relating to a problem.

In the above list of objectives to meet the stated goal, those with (▲) are best addressed on the job, those with (o) can be introduced and practiced in a training room and then transferred to the job, those with (*) should be presented and worked on in both contexts simultaneously.

ACTIVITY 6.1: Forming Goals and Objectives

Write a specific goal and related objectives for an LEP instruction program in the workplace. Please turn to **Exhibit 6.1** at the end of this chapter.

Deciding When to Use the Native Language

Again, before developing curriculum content addressing particular objectives and goals, if, when and how the native language will be used to help meet the objectives and goals needs to be considered. Consider the following goal:

> Trainees will be able to read, understand and fill out a health benefits application and health claim form.

In order to fill out these forms correctly, an employee needs to know what is included in the health benefits package and how the process of filling a claim works, but s/he does not necessarily need to "know" all this information in English. Teaching the content of the benefits package in English might require an entire instructional cycle itself. The information can be explained and/ or summarized orally or in writing in the native language. With a basic understanding of the benefits and claims process, the employee can then focus on the narrower English literacy goal and performance objectives relating to reading, understanding and filling out the form.

Safety issues, Occupational Safety and Health Administration (OSHA) regulations, and cross-cultural issues can be treated the same way. Once the basic concepts have been understood, working on specific objectives in English will come more easily. Complex cross-cultural and other issues can also be discussed in native languages to assure understanding, before working on appropriate solutions and actions in English.

Developing Curriculum Content from Goals and Objectives

Once you have decided on the goals and specific objectives to be addressed in the class setting, the next step is to determine the language and literacy competencies and vocabulary that need to be taught to meet those objectives. These are functions and tasks involving language and literacy which need to be performed in an employee's daily work. These competencies and vocabulary will include one or more of the following:

- vocation/job specific
- workplace oriented
- general oral and written language (mostly English)

To determine the language and literacy competencies and vocabulary needed to address specific objectives refer to the language and literacy task analyses. Under each task, what are the needs for:

1. **Language functions:** different types of oral language used for a specific communicative purpose (e.g., listening to directions, understanding and asking for clarification)
2. **Literacy tasks:** tasks involving reading, writing and other cognitive skills in relation to printed material, for both communications (e.g., filling out an order form) and for gaining and processing information (e.g., scanning a price or size chart)
3. **Vocabulary:** technical, idiomatic, or general
4. **Grammar:** (listing grammar structures is optional depending on your own orientation and familiarity with grammar)

The example in Figure 6.5 lists a goal and related objective, breaks the objective into lesson size sub-objectives, and Figure 6.6 lists the language functions, literacy tasks, vocabulary and grammar that would be needed to accomplish each sub-objective.

FIGURE 6.5: Example of a Goal, Objective and Sub-objectives

Goal: For food service concession stand operators to deal effectively with customer complaints. (Employees in or training for this type of position would have intermediate to high intermediate ESL abilities.)

Objective: Trainees will be able to resolve a customer's question about a possible error in his/her check.

Sub-objectives: Trainees will be able to:

1. Carry on a question/answer dialogue with a customer to ascertain what the mistake is.
2. Read, understand and check menu item names, descriptions, prices, and taxes to correct the mistake.
3. Rewrite the check and explain the corrections to the customer.

FIGURE 6.6: Content suggestions for Sub-objectives in Figure 6.5

Language Functions	Literacy Tasks	Vocabulary	Grammar
Sub-objective #1 - Carry on question/answer dialogue.			
• Apologizing • Requesting information • Asking for clarification	• Reading and understanding referred to mistakes	• Menu items (• Menu item abbreviations?)	• Polite question forms of address • "Wh" questions • Pronouns • Negative contractions
Sub-objective #2 - Read, understand and check menu.			
	• Reading and understanding menu • Verifying menu items and prices • Scanning menu to find needed information	• Menu items and descriptions • Prices • Tax • Numbers • $ • "Choice of" • adjectives for style of cooking, manner of preparation	• Phrases • Adjectives
Sub-objective #3 - Rewrite check and explain to customer.			
• Explaining menu corrections • Recounting process of corrections	• Writing checks * Totalling checks * Computing taxes (and tips) • Writing and processing credit card charges • Using a cash register	• Listing terms (first, then, next, etc.)	• Simple present tense

* Certain adult basic education skills, such as adding and subtracting and figuring percentages, may need to be covered/reviewed in order for an objective to be met.

An appropriate cross-cultural component to this objective (especially sub-objectives 1 & 3) would be to understand and use appropriate levels of formality and informality with apologetic and polite expressions and tones.

Lesson Planning

In planning lessons to meet a specific objective, the instructor may not want to include all competencies, grammar forms and vocabulary items that have been identified, but may want to concentrate on key structures and terms that relate to particular sub-objectives and lesson concepts. When developing sequenced lessons, the instructor should consider the following:

1. The process of action, language and literacy that occurs when meeting the objective.
2. Dividing the main objective into sub-objectives which relate to steps or parts of the process and which may be objectives for individual lessons.
3. Introducing simpler and/or oral structures first.
4. Building on what the students already know through review, practice and integration.
5. Not making assumptions of what they already know.
6. Being creative and innovative to keep lessons active and enjoyable.

After deciding on specific lesson objectives and accompanying language and literacy competencies, grammar structures and vocabulary, the instructor now can plan the actual lessons. Each lesson plan for LEP employees should include the items identified in Figure 6.7.

FIGURE 6.7: Lesson Plan Components

1. Objectives	The specific lesson objective relating to a larger workplace objective.
2. Review	Review of previous or known material to build on with the new material. Review of the workplace context in which this objective would be performed.
3. Presentation	Presentation of new material, including vocabulary, in a context relevant to the actual workplace context.
4. Practice	Practice activities which become less instructor-directed and more trainee self-directed to facilitate later use on the job.
5. Application and Integration	Application and integration of activities which allow trainees to use the learned material in connection with previously learned related material and to apply what they have learned to their own particular work situations.
6. Reinforcement	Home/job reinforcement activities which allow students to continue use and practice of what they have learned at home and in the appropriate work contexts.
7. Materials	A list of work objects, props, diagrams, books, worksheets, supplies, media, etc. needed to complete the lesson.

(Kuy and Thomas, 1985)

The sample lesson in Figure 6.8 is developed for a situation in the food service industry and relates to the following:

Objective: to resolve a customer's question about a possible error in his/her check.

Sub-Objective: to carry on a question/answer dialogue with a customer to ascertain what the mistake is. (from Figure 6.5)

The sample demonstrates the lesson planning components discussed in this section. For further examples of the methods, techniques and activities listed, such as dialogues, role plays, and problem posing, see **Chapter 7: Methods and Techniques for Effective Instruction.**

FIGURE 6.8: Sample Lesson

1. **Workplace objective:**
   Trainees will be able to carry on a question/ answer dialogue with a customer to ascertain what the mistake in the check is.

2. **Review of known relevant material and workplace context:**
   - Menu items,
   - "Wh" questions, and
   - Pronouns.

   Role play of a customer paying his check.

3. **Presentation of new material and vocabulary:**
   Polite question forms of address
   - *("Can I help you?"*
   - *"What seems to be the problem?")*

   Negative contractions
   - *(didn't, don't, can't)*

   Instructor models new material and then introduces via a Customer, Cashier/Manager dialogue using the introduced material.

4. **Practice activities:**
   Student practice of dialogue.
   Questions and answers.

5. **Application and integration:**
   Students write and practice own dialogues.

   - Role play dialogues.
   - Problem posing or
   - Language experience activity.

6. **Home/on the job reinforcement:**
   Conscious use of new structures when in the corresponding customer/cashier situation on the job.
   Home practice of dialogues and role plays.

7. **Materials needed:**
   Customer checks,
   Menus,
   Paper and pencils,
   Blackboard and chalk or
   Large easel pad and marker.

Curriculum Process Examples: From Goals to Lessons

The following examples review the process presented in this chapter from establishing program goals to planning lessons for LEP employees at two different language and literacy levels. The first example is of a training program for administrative assistants with more advanced ESL abilities. The second example is of training for entry level assemblers with low ESL abilities at a manufacturing plant.

Example 1 The first example in advanced ESL for administrative assistants, starts in Figure 6.9 with the program goals and objectives. A detailed analysis of language functions, literacy tasks, vocabulary, and grammar for *Objective 2.(c): Take phone messages* is presented in Figure 6.10. (This part of the example refers to the same telephone dialogue that is presented in **Chapter 4: Evaluation**, Figure 4.11.) The complete lesson plan for sub-objective #3 of Objective 2.(c) appears in Figure 6.11.

FIGURE 6.9: Example of Administrative Assistant Training Program

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Program Goals and Objectives:

1. Proficiency in designated computer and software use
Objectives/task areas:
    a. Letter and text entry
    b. Mailing lists and mail merging
    c. File creation and data entry.

2. Professional interaction with clients and the public
Objectives/task areas:
    a. In-person inquiries and appointments
    b. Phone protocol
    c. Take phone messages
    d. Transfer calls
    e. Compose letters

3. Efficient time management and task priorities
Objectives/task areas:
    a. Policies and procedures for working with several staff members
    b. Categorize incoming mail
    c. Prioritize tasks

FIGURE 6.10: Sub-Objectives for Objective 2.(c) - Take a Phone Message Proficiently.

Language Functions	Literacy Tasks	Vocabulary	Grammar
Sub-objective: 1) Gather and understand information from a phone dialogue. (see Figure 4.11 for dialogue example)			
- request information - ask for clarification - ask for spelling - ask for repetition - greeting - parting	- scan name and department list for phone extension - read and select staff schedule information	- department names - staff positions	- modals for politeness (would, may, should, etc.)
Sub-objective: 2) Record information on a phone memo sheet. (see Figure 4.12 for memo sheet example)			
	- time: AM & PM - time zone differences - area code, number, and extensions - message - signature - response boxes	- names - organizations - titles	- complete sentences for messages
Sub-objective: 3) Route and log messages.			
	- scan boxes and place in correct one - scan log form find appropriate location - log message	- department names - staff names	

FIGURE 6.11: Lesson Plan for Objective 2.(c) Sub-objective 2

Lesson Objective: Record information on a phone message memo sheet.

Review: Discuss meaning and importance of items listed under literacy tasks and vocabulary (except response boxes and organizations).

Match sample items with item titles.

Record items on memo sheets while practicing phone dialogues in pairs from previous session's lesson.

Presentation: Present, explain, discuss response boxes.

Fill out response box section of an enlarged memo sheets several ways.

Ask significance of checked boxes of each example.

Practice: Fill out response boxes for previous session's dialogues in pairs and discuss.

Presentation: Have trainees read a list of organizations with acronyms of people who frequently call the office.

Explain and discuss acronyms.

Practice: Match acronyms with organization names using cards or worksheets, individually, in pairs or teams.

Application and Integration:

Add organization acronyms to dialogues of previous session.

Role play taking phone messages on the memo sheets (in pairs) including the use of response boxes and organization names.

"Grade" role play using performance test (see example in Figure 4.13).

Present a problem that could come up while taking a message, role play it, discuss, analyze and present solutions (see problem posing activates in Chapter 7: Methods and Techniques for Effective Instruction; Lesson Activity #9).

Reinforcement:

Using memo sheets have trainees take messages for family members or call each other and role play message taking.

Example 2 This example focuses on entry level assemblers at a manufacturing plant with low ESL abilities. Figure 6.12 presents program goals and objectives. The detailed analysis of language functions, literacy task, vocabulary, and grammar in Figure 6.13 relates to *Objective 3.(d): Read and understand safety signs and give safety directions.* The lesson plan for sub-objective #2 of Objective 3.(d) appears in 6.14. (This lesson plan relates to **Chapter 7: Methods and Techniques for Effective Instruction**; Lesson Activity #4 TPR: Total Physical Response.)

FIGURE 6.12: Example of Training for LEP Entry Level Assemblers

Program Goals and Objectives:

1. Understand company's organization, products and jobs.

Objectives/tasks:

  a. Make and use a department and job organizational chart.
  b. Describe major products and manufacturing process.
  c. Describe main responsibilities of key job areas.
  d. Describe responsibilities and tasks of one's own job.

2. Communicate problems with equipment and quality of product to maintenance staff and supervisors.

Objectives/tasks:

  a. Learn names and describe functions of machines, tools, and parts used on your job.
  b. Demonstrate understanding of criteria for quality products.
  c. Describe and recognize frequent product faults.
  d. Orally communicate problems with equipment and product quality to maintenance staff and supervisor.

3. Understand and follow company safety rules and procedures.

Objectives/tasks:

  a. Read and understand specific company rules.
  b. Demonstrate general safety procedures.
  c. Understand purpose for and use protective equipment.
  d. Read and understand safety signs and give safety directions.
  e. Understand methods of fire prevention.
  f. Give warnings.
  g. Report a fire and an accident.

FIGURE 6.13: Sub-Objectives for Objective 3.(d) - Read and Understand Safety Signs and Give Safety Directions.

Language Functions	Literacy Tasks	Vocabulary	Grammar
Sub-objective: 1) Read and understand safety signs in own work area.			
	- read process ordered steps	- sign and job specific technical terms and action verbs	- negative contractions - imperatives
Sub-objective: 2) Give directions regarding safety.			
- give safety directions	- rewrite safety sign into list of simple and directions	- sign and job specific terms and action verbs	- commands - negative contractions - exclamations

FIGURE 6.14: Lesson Plan for Objective 3.(d) Sub-objective #2

Lesson objective: Give directions regarding safety.

Review:	Reread and discuss safety signs from the previous session. Review action verbs and technical terms.
Presentation:	Write a safety sign steps on the board. Identify key action verbs and content nouns. Rewrite into a series of simple oral directions. Place directions into the context of a short dialogue. Model the dialogue with trainees. Have trainees respond to directions (TPR see **Chapter 7: Lesson Activity #4**).
Practice:	Have trainees rewrite another safety sign from the previous session into a series of simple oral directions and write a dialogue containing the directions (working in pairs). Practice reading and role playing dialogues using TPR.
Application and Integration:	Have trainees practice giving safety directions steps on previously studied safety topics (eg. protective equipment and responding with TPR).
Reinforcement:	Have trainees practice giving and responding to safety direction steps at home and in the workplace when not on duty.

ACTIVITY 6.2: Planning Lessons

Plan a lesson to go with the above plan, using related lesson objectives. Please turn to **Exhibit 6.2**.

Summary

Curriculum goals and objectives come directly from prioritizing the needs discovered during the initial program needs assessment, including the language and literacy task analysis. The planners should include cross-cultural issues, and consider coordination with job training and the work process as well as possible use of employees' native language(s). The curriculum is then developed by dividing the objectives into lesson-sized sub-objectives, deciding corresponding language and literacy competencies, and planning lessons to teach those competencies.

EXHIBIT 6.1: Forming Goals and Objectives

1. Write a specific goal addressing the needs of LEP employees at your company.

Goal:

2. Decide on a number of objectives to meet this goal. Consider the major steps or competencies needed to accomplish the goal and write an objective for each. Include objectives or steps for both language instruction and job training and functioning. Also, what cross-cultural objectives may need to be addressed? Which objectives should be worked on simultaneously during the language training and on the job?

Objectives:

3. Choose one of your objectives and write a performance objective statement for it. (See Figure 6.2.)

EXHIBIT 6.2: Planning Lessons

1. Plan a lesson for one of the other two sub-objectives of the main objective that the sample lesson in Figure 6.8 relates to (the sample lesson is for sub-objective #1).

Objective:

Trainees will be able to resolve a customer's question about a possible error in his/her check.

Sub-objectives:

Trainees will be able to:

1. Carry on a question/answer dialogue with a customer to ascertain what the mistake is.
2. Read, understand and check menu item names, descriptions, prices, and taxes to correct the mistake.
3. Rewrite the check and explain the corrections to the customer.

2. Or take one of your own objectives from Activity 6.1, Exhibit 6.1 and decide on appropriate sub-objectives. Plan a lesson for one of your sub-objectives. In either case, use this lesson plan format:

1. Objective:
2. Review:
3. Presentation:
4. Practice:
5. Application and Integration:
6. Reinforcement:
7. Materials:

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Chapter 7:

METHODS AND TECHNIQUES FOR EFFECTIVE INSTRUCTION

The tools of the trade.

Introduction and Purpose

In developing effective instruction for LEP trainees, you need to adapt techniques and materials from a number of related fields. Among these are adult ESL and adult basic education (ABE) instruction, VESL, vocational training, and bilingual instruction. This chapter presents a number of methods and techniques and discusses them in relation to the particular context of LEP adults in the workplace. The purpose of this chapter is to provide a reference listing of oral and written instructional techniques, and particular lesson techniques and activities for effective workplace instruction for LEP adults.

What's in This Chapter?

1. A listing and explanation of basic oral/aural (speaking/listening) methods and techniques including the use of audio-visual aids.

2. A listing and explanation of techniques for adapting written instruction.

3. Suggestions for the use of the native language in both oral and written instruction.

4. Examples of particular lesson techniques, activities and practice exercises.

5. Selected instructional method and technique resources.

Basic Oral/Aural Methods and Techniques for LEP Instruction in the Workplace

Adapting Oral/Aural Instruction

The following suggestions for oral instruction are meant to be broad and used whenever there is oral instruction or English language use. They are adapted from concepts in adult ESL and basic education, and stem from the need to make oral language more comprehensible to LEP adults.

1. Use hand, body and facial gestures and eye contact.

Body language can be used to reinforce and partially illustrate what is being said. For example, in a lesson about the air and fuel intake of an internal combustion engine, after presenting and explaining key terms including "carburetor" and "air filter," you may want to identify the steps of the process. Part of the process description could include the positions of these items:

> *"The air filter is on top of the carburetor."* (With one hand representing each of the 2 items, place one on top of the other.)
> *"The air filter is attached to the carburetor."* (Show this relationship by clasping or gripping your hands together.)

Body language and gestures can be particularly useful with time and spatial relationships, processes, feeling, and grammatical structures often hard to define, such as prepositions, idioms, verb tenses, and conjunctions. Eye contact is useful to maintain attention and interest of trainees.

2. Demonstrate and use visual aids and props.

Actual or role-played demonstrations with real items or props are very helpful when explaining processes or procedures. This technique can be coordinated with job trainers or supervisors and done on the shop floor with the actual equipment, and/or simulated in the classroom with props. Another classroom technique is to explain a process while pointing to visual aids such as pictures of each step or a diagram of the process. These physical and visual techniques will help clarify meanings of the language of which an LEP trainee may be uncertain, and reinforce understanding of what has mostly been understood.

3. Repeat and reinforce key terms and explanations.

A limited number of new key terms (4 to 8) should be presented and explained in each lesson. Use and practice these terms throughout the lesson. Don't switch to synonyms or alternative or expanded explanations as you might if training native English speakers. This may tend to confuse LEP trainees rather than reinforce the key terms and concepts.

4. Use simple and direct sentence structures.

Avoid compound and complex sentences and the passive voice. Use mostly simple, active (subject, verb, object) and direct address sentences.

For example, instead of:

> "Before opening the oil fill cap of a car engine, the oil level should be checked by pulling out the dip stick, wiping it off, reinserting it and pulling it out again; and if it (the oil level) is more than a quart low, a quart (or more) should be added."

Use a series of simple, direct sentences:

> *"Check the oil level of the car engine."*
> *"Pull out the dip stick."*
> *"Wipe the dip stick off."*
> *"Put the dip stick all the way back."*
> *"Pull the dip stick out again."*
> *"Read the oil level."*
> *"The oil is one quart low."*
> *"Open the oil cap."*
> *"Add one quart of oil."*

5. Use fewer pronouns.

Pronouns can be confusing to LEP trainees, whether used with clear antecedents (nouns they refer to) or informally and dependent on an understanding of the contextual meaning. Instead of pronouns, use the corresponding noun or noun phrase more often. Refer to above example in item #4. The use of "it is" in the first example could be confusing to LEP adults, while in the second example, the ambiguity is removed. Pronouns, however, should not be avoided to an extent that would make the language sound unnatural.

6. Use simple, familiar and non-idiomatic vocabulary.

Except for terms that are being taught as part of the lesson, the language you use should be simple, familiar and understandable to your trainees. Avoid idiomatic terms or expressions which, though simple for a native speaker, may be unintelligible to LEP employees, except if the terms are presented and taught. For example,

instead of "the long and the short of it is . . .",
use: *"the main point is . . ."*
"the important points are . . ."
"what happens is . . ."
Instead of
"put one over on him"
use: "played a joke on him."

When choosing familiar vocabulary to use with your students, cognates (words in related languages that come from the same root or original term) may be useful. For example, there are many cognates between English and Spanish which originated from Latin, such as "different" and *"diferente,"* "machine" and *"máquina,"* "modify" and *"modificar."* However, there are two pitfalls here. One is that cognates between English and a related language such as Spanish, French, or German will be of no help to speakers of unrelated languages such as Khmer or Hungarian. Also, terms that may have had common origins have changed meanings over the years or the cognate in one language is no longer the most common meaning of the term in another. For example, *"fábrica"* in Spanish commonly means "factory" and not "fabric" as in English.

7. Speak slowly and clearly.

A slower pace than normal, with each word being pronounced fully and distinctly, will increase your trainees' comprehension. You will have to make a conscious effort to do this or else you will tend to return to your normal pace and style of pronunciation. Don't, however, use "foreigner talk" with increased volume and artificially reduced, short, choppy sentences leaving out grammatical words such as prepositions and verb endings.

8. Allow time for listening and check comprehension frequently.

Listening is a skill which must be practiced and targeted just as are speaking, reading and writing. In addition to planning particular listening activities, you should allow extra time for and frequent testing of listening comprehension throughout all lessons. Stop and ask trainees about what was just presented or practiced or have them question one another. Ask them to respond using the terms of the presentation and in their own words.

Don't ask trainees "yes/no" questions:

"Do you understand the lesson?"

"Yes."

This "yes" may be the appropriate thing to say from the trainees' cultural point of view, it may be face saving, or simply the most expedient answer. It doesn't tell you what the trainee actually understands. Open-ended questions tell you more, such as,

"What are the main steps of the process?"

"What does the carburetor do?"

"What is the most important step and why?"

(Some of the items in this section were adapted from Friendenberg, Kulick, Gordan and Dillman, 1988.)

Audiovisual Aids for LEP Instruction

As with the techniques for adapting oral and aural instruction just discussed, audiovisual aids can increase comprehension by illustrating lessons and providing additional means of practice and reinforcement.

1. Cassette Recorders

Cassette recorders can be used in a number of ways to increase aural comprehension and reinforce lessons, as well as to individualize instruction. For example, you can:

- **Tape lesson presentations**, for example of a work process, and have trainees listen to the tapes in groups or individually and answer comprehension questions.

- **Tape actual speech of the workplace**, such as a supervisor giving directions for classroom use; add noise gradually to simulate the workplace.

- **Have trainees tape themselves** and, with or without your help, analyze their errors.

- **Use published tapes** or create your own for trainees to work on individual interests in class or at home.

- **Use tapes for remedial work** for some and advanced extra work for others.

- **Tape** (or have someone tape) the lesson presentation or a summary of it in the trainees' native language(s) for them to check, reinforce and complete their understanding of the terms, concepts and procedures in the lesson.

2. Slides, film strips, films and overhead projectors

These types of audiovisual aids are useful as another means of demonstrating work procedures, tasks, and interactions in their workplace contexts. They are particularly important when it is not possible to do demonstrations in real work contexts, such as the shop floor, or when adequate props and visual aids are not readily available. They also allow trainees (and instructors) to repeat the audio-visual material or portions of it for reinforcement.

Film strips and film are usually published materials and may relate to an appropriate profession or job skill, but not to the particular company's context. You can make them more appropriate for your context, trainees' English language levels and/or native languages by recording your own script to go with the pictures and simply turning off the sound track if there is one. This same technique is easily used with slides and overhead projectors as well, but here you can also take the slides and create the transparencies or pictures for your particular context and needs.

3. Video cameras and recorders

VCR's can be used in many of the same ways that cassette recorders can, but with the added benefits of the picture. For example, if you are recording trainees' presentations for analysis, you can not only critique aspects of oral speech such as pronunciation, intonation and word choice, but also eye contact, gestures, and body language.

VCR's can be used in the same way as slides, film strips, and films. Published video tapes may also be available. But you can tailor the use of the VCR to your particular context and trainees more readily than the other media. For example, the next best thing to doing a demonstration of a work process on the shop floor is to tape the process in action with appropriate in progress commentary added by yourself, a job trainer or a supervisor in English and/or the native language. Be aware that companies may be sensitive to the taping of their specific production processes and that you will need to stress that the video tape is the property of the company and will be used only in classes at company facilities unless otherwise authorized. When using the tape in class, it can be stopped to add clarification or check comprehension, paused to stress a point, rewound to review main steps, repeated for reinforcement, or fast-forwarded if a section doesn't need to be repeated. *The capacity to video tape, with your particular context, content and trainees, along with increased control and flexibility, make the VCR an invaluable resource for LEP instruction in the workplace.*

4. Word processors

Word processors can be another valuable tool for practice and reinforcement. Some of the ways they can be used are for:

- Word and letter recognition.
- Appropriate practice exercises created by the instructor and manipulated by the trainees.
- Pair questions and answers or correspondence.
- Copying and dictation.

- Structured or free style writing, revising and editing.
- Self correction.
- Computer familiarity and computer literacy.

This last point, computer familiarity, may be quite important for some LEP employees. Even in entry-level positions, computer skills may be needed for such tasks as product ordering, piece tracking, and quality control systems. For promotion, computer literacy is more likely to be required.

ACTIVITY 7.1: Oral/Aural Methods and Techniques for LEP Instruction

Analyze your own use of oral/aural methods and techniques for LEP instruction by answering the questions in **Exhibit 7.1**. Please turn to **Exhibit 7.1** at the end of this chapter.

Adapting Written Instruction for LEP Trainees in the Workplace

The written materials you use for reading practice and instruction of LEP employees in the workplace will be mostly adapted from vocational, VESL, bilingual, company and other adult ESL materials. There are some good workplace and job specific texts and workbooks for LEP adults, but they too most likely will need to be adapted to address the particular needs, levels, contexts and goals of your program or class. Some of the techniques used to adapt oral materials are similar to those for written materials.

1. **Simplify terms and "translate" idiomatic and culturally specific expressions.**

For example:

"The Achille's heel of this quality control system is . . ."

should be rewritten as

"the one serious weakness of this quality control system is . . ."

2. **Break long complex sentences into several short simple ones.**

For example:

"The carpet yarn is either bought without color and dyed for each lot and pattern, or the carpet is bought without color and dyed for each order."

Rewrite as:

"The company buys carpet yarn without color.
The workers dye the yarn for each lot and pattern."

"The company buys the carpet without color.
The workers dye the carpet for each order."

(In this example, the passive voice is also avoided. Refer to item #4 on page 7.3.)

3. **Turn procedural sentences or paragraphs into numbered lists. Make sure all paragraphs are in logical order.**

Take longer, denser text and present it in smaller, more manageable language units or steps for LEP adults.

For example:

"When making a fresh pot of coffee be sure the pot is turned off before replacing the coffee grinds, pouring in the pot of water and placing the pot under the coffee drip."

Rewrite as:

"Follow these steps to make a fresh pot of coffee."
"First, turn off the pot."
"Replace the coffee grinds."
"Pour in the water."
"Place the pot under the coffee drip."
"Turn on the pot."

(See page 7.3, item #4 for another example.)

4. **Replace most pronouns with the corresponding nouns.**

   Pronouns can be confusing to LEP trainees when they are not immediately following the nouns they refer to (antecedents). This can especially be a problem with paragraphs with long, complex sentences and repetitive pronoun use.

   (See page 7.3, item #4 for an example.)

5. **Explain, highlight or underline key points and terms.**

   Simple underlining draws the readers attention to the main points and terms. Highlighting or setting key points out from the text such as definitions, explanations, steps in a process can also be aids to focusing on and remembering the points.

6. **Omit unnecessary details.**

   Text paragraphs are filled with lengthy explanations, trivial detail, asides, cute but peripheral anecdotes and analogies. Many of these should be eliminated or reduced since they may confuse LEP trainees and obscure the main points from their comprehension.

7. **Add simple examples and illustration to the text.**

   For example, after listing and explaining the steps of how to load a camera, a series of pictures or diagrams of the steps would be helpful.

8. **Include practice exercises.**

   Practice activities and exercises should be included in the text following the presentation of new material so it can be reinforced and learned before moving on to the next main item.

   (See Practice Exercises at the end of this Chapter.)

   (The above techniques for written instruction were adapted from Friendenberg, Kulick, Gordan & Dillman, 1988.)

Use of the Native Language for Oral and Written Instruction

Native Language for Oral Instruction

As workplaces become more multicultural and multilingual, the use of employees' native languages may become a sensitive issue. Employers may prefer employees to adapt to the American culture and workplace and to communicate on the job only in English. However, employees may not be given the means, training or motivation to do so.

Employers may feel that a multilingual workplace will be costly in relation to misunderstandings between language groups and in terms of training and technical materials translation costs. But selective use of employees' native languages can be more cost-effective than the exclusive use of English by helping LEP employees meet job training objectives more quickly and efficiently. We realize that use of native language becomes less practical in multilingual contexts. The following are some areas where the native language for oral instruction in the classroom (and with job training) can be helpful.

1. Social and Instructional protocol

Using trainees' native language(s) for greetings, partings, positive reinforcement, simple social questions, e.g. "How are you?", "Good job!", "Did you have a nice weekend?", can help the instructor develop a positive rapport with trainees. Use of the native language(s) in these ways can show the instructor's interest and respect for the trainees and their languages and cultures. (Friedenberg, Kulick, Gordon & Dillman, 1988.)

ACTIVITY 7.2: Phrases in Trainees' Native Languages

Find out how to say simple phrases in one or more of the native languages of the LEP employees in your company. Please turn to **Exhibit 7.2**.

2. Complex concepts, terms or procedures

Particularly when introducing new concepts and vocabulary, oral translations or native language summaries will ensure comprehension and reinforce the English presentation. Content examples of when native language use may help meet instructional objectives include:

- work concepts, procedures, processes and terms, such as a new quality control system or a health claim procedure
- English language rules and structures which are needed for particular lessons, such as the passive voice *("This tool was made by our company.")*
- use of "would" for past time habitual activity *("Last year I would always work overtime on Saturdays.")*
- use of the unreal conditional to express an unreal condition *("If I were you, I would change that rusty blade before starting.")*

3. Workplace and employment related procedures and materials

There are a lot of important signs, materials and information in the workplace with which LEP employees need to be familiar, and that may relate to training objectives. Oral translation (complete, summarized and/or of key terms) will ensure the comprehension of complex concepts while they are being worked on at the appropriate English levels. Examples are:

- safety procedures and regulations
- health and other company benefits
- grievance procedures
- performance evaluations
- union responsibilities and benefits
- tax forms
- insurance claim procedures and forms
- promotion criteria

4. Individual or small group tutoring

In groups of LEP trainees of different oral and written English proficiency levels, you can use the native language to make sure trainees of lower English language abilities are following lessons. The use of the native language from time to time can help these trainees stay with the content of the lesson when they might fall behind if only English were used.

Native Language and Written Materials

As with oral instruction, written materials in the native language can facilitate LEP trainees' comprehension of complex concepts and terms relating to the job, workplace and the English language. However, before developing and using native language materials, you need to at least informally assess trainees' native language reading skills (see **Chapter 4: Trainee and Program Evaluation**). Some ways to use native language written materials are:

1. lists of translated terms, concepts and procedures
2. explanations, definitions and processes to accompany the English lesson presentations
3. content summaries of lessons or units before content presentations or afterwards for review
4. fully translated lesson materials, workplace documents (e.g. safety regulations, benefits package, etc.) to be read at home and perhaps referred to in class or on the job
5. supplementary materials in the native language relating to content objectives to accompany, but not take the place of, English materials

Native language materials can facilitate meeting training objectives effectively and quickly. They should not, however, be used instead of English materials, but rather along with them. In most cases, the work environment, culture, and technology relate to English-speaking culture. LEP employees will sooner or later have to function in the same predominantly English language context.

ACTIVITY 7.3: Adapting Written Materials

Using the suggestions for adapting written materials in both English and the native language, adapt the passage in **Exhibit 7.3** for LEP instruction. Please turn to **Exhibit 7.3**.

Native Language Instructors

Ideally, the trainer should be fluent in the native language(s) of the LEP trainees. Then he or she would be able to use the native language(s) for all of the above instructional purposes. This, however, is frequently not the case and bilingual instructors and individuals will need to assist the instructor. Still, the instructor should be able to say key phrases of social and instructional protocol in the trainees' language(s) (see text for Activity 7.2).

Trainers can enlist the assistance of:

1. **Bilingual training assistants.**

   Bilingual assistants in the classroom can translate oral presentations and terms, make clarifications, translate written materials, assess native language literacy abilities, and tutor individuals or small groups.

2. **Bilingual coworkers and cotrainees.**

   Whether within or outside the classroom bilingual peers can explain and translate lessons for LEP trainees and reinforce developing English skills.

3. **Bilingual volunteers.**

   Volunteers from the company, the educational institution (e.g. continuing education adults, or graduate students) or the community can be very helpful as:

   - instructional assistants,
   - small group facilitators, or
   - individual tutors.

Lesson Techniques and Activities for Instruction of LEP Trainees.

The following section gives a brief description of ten Lesson Activities and seven Practice Exercises with examples of each. These activities should be adapted to the language levels, needs, and the job content areas of your trainees and should not be used as is. They should relate to the class objectives, derived from the language and literacy task analysis, and should be part of planned lessons. Refer to the lesson planning section of **Chapter 6: Curriculum Design and Development**. The activities and exercises presented in this section are only a sampling of those possible and not an exhaustive list.

Lesson Activities

The ten Lesson Activities presented in this section could be used as the central activity of a lesson plan, but would require presentation and explanation of new material and terms first, and several practice exercises during and following the central activity. Figure 7.1 lists the lesson activities along with the associated workplace trainee targets.

FIGURE 7.1: Targeted Lesson Activities

#1. Job and Operation Sheets for school custodians
#2. Problem Sheets (a) for supermarket dairy stockers
(b) for cosmetologists
#3. Strip and Picture Stories for upholstery workers
#4. TPR (Total Physical Response) for auto mechanics
#5. Questions and Answers for understanding a payroll stub
#6. Dialogues/Role Plays for hotel housekeepers
#7. Forms for job application
#8. Language Experience Stories for discussing job experience
#9. Problem Posing for developing questioning and problem solving skills
#10. Cooperative Learning for shared learning and team work

Lesson Activity #1: Job and Operation Sheets

Job and operation sheets provide the task, materials needed, the procedures and completion criteria for doing a job task. After going over the sheets, the idea is for each trainee to actually do the task with real workplace objects and to use appropriate language and literacy in the classroom or on the job. Operations can also be done while following oral commands (see TPR Lesson Activity #4).

Job Sheet (for school custodians)

Task: Clean classroom blackboards

Materials:
bucket and water
rubber gloves
blackboard
liquid cleaner
sponge
paper towels

Completion criteria:

Blackboard must be free of chalk, dust and writing with no noticeable streaks. The board must be clean and dry.

Procedural steps:

1. Take out the bucket.
2. Put 1 gallon of water in the bucket.
3. Pour 1/4 cup of liquid cleaner in the water.
4. Put on the rubber gloves.
5. Wet the sponge.
6. Squeeze the sponge.
7. Wipe the blackboard.
8. Rinse the sponge.
9. Dry the board with a paper towel.
10. Throw away the dirty water in a sink.
11. Put away the supplies.

Note: Operations can be done to meet performance objectives and in conjunction with performance tests.

Castillo, A. R., Romstedt, L. R., Silc, K. F., and Vanderhoff-Chambi, D. English in the workplace for hotel housekeepers: Manual and curriculum guide. Falls Church, VA: Fairfax County Public Schools.

Lesson Activity #2: Problem Sheets

Problem sheets provide the contexts, information and problems of job situations. They require the trainee to analyze and address (or answer) the problems.

Problem Sheet A: for Stockers in the Dairy Department of a Supermarket

The stocker has pulled 13 containers of cottage cheese with expired dates to get credit for them from the vender. The containers sell for $1.19 each.

1. When the stocker fills out the credit form what is the cash value of the credit?

The stocker opened a new box of cottage cheese containers to replace those he had pulled. Out of the two dozen containers in the box five were broken.

2. After taking out the damaged containers, how many were left in the box?
3. How many should be put out on the shelf to replace those removed?
4. How many were left in the box after taking out the damaged ones and after restocking the shelf?
5. When the stocker fills out the damage forms what is the cash value of the damaged containers?
6. What is the total cash value of the expired and damaged containers?

Problem sheet B: for Cosmetologist

Successful cosmetologists are as skilled in human relations as they are in the techniques of cosmetology. Read the following true incident and complete the activities that follow.

Mrs. Goldberg arrived on time for her appointment for a wash and cut. After nearly ten minutes passed, her cosmetologist, Fran, nodded to Mrs. Goldberg and pointed to the seat. Mrs. Goldberg assumed that it was her turn. Without any discussion, someone draped Mrs. Goldberg and shampooed her hair. Without another word, she sat and waited for fifteen minutes until Fran returned and asked her what kind of cut she wanted. Mrs. Goldberg said that she didn't know the name of the cut but could show what she wanted once the towel on her head was removed. Fran was visibly annoyed and yanked the towel from Mrs. Goldberg's head. After Mrs. Goldberg explained what kind of cut she wanted, Fran lit a cigarette and began to cut. To Mrs. Goldberg's pleasant surprise, the cut was exactly what she had wanted.

Mrs. Goldberg left the shop feeling very pleased with her haircut, but determined never to return again.

1. List at least five human relations problems that occurred during this incident.
2. Describe what you would have done differently if you were the cosmetologist.

Note: Case studies can easily be translated into any language. Discussions that follow can also be in any necessary language(s).

(Friedenberg and Bradley, 1984)

Lesson Activity #3: Strip and Picture Stories

Strip stories for the workplace often relate to job processes or procedures. The instructor separates and mixes the steps and the trainees order them, such as in the example below. Picture stories are also a set of steps, but key words or actions are replaced with pictures. Instead of, or in addition to, ordering the steps the trainees replace the pictures with the corresponding key terms.

Strip Story Plan -- Upholstery Workers

Rationale: Upholstery students need to understand the steps in making seats.

Visuals: story cut into strips, sentence by sentence.

Procedure:

1. Instructor explains the steps in seat-making.

    a. Staple the burlap over the springs.
    b. Sew the burlap to the springs with a chain stitch.
    c. Stitch the fabric to the burlap with a running stitch.
    d. Pull the decking back.
    e. Put sisal over the burlap.
    f. Put one layer of cotton over the sisal pad.
    g. Put two layers of cotton over the front edge.

2. Instructor selects students to form a group (in this case, a group of seven), giving each member of the group one sentence from the strip story.

3. The group discusses the sentences to determine their correct order.

4. The students position themselves in that order and report their conclusions to the instructor and the rest of the class.

5. The instructor encourages class discussion about the group's presentation.

(West and Wilkinson, 1981)

Lesson Activity #4: TPR (Total Physical Response)

Like an operation where the trainee performs the task, TPR involves doing the task. However, the trainee responds to oral commands for each step given by the instructor or another trainee. In this way, the trainee demonstrates comprehension, and by doing the actions, s/he practices them and reinforces comprehension. Consider the following example.

TPR PLAN -- Auto Mechanics

Rationale: Auto mechanic employees need to follow directions given by job supervisors.

Vocabulary: to take, to loosen, to take off, to put back, to put on, to pick up, to tighten, wrench nut, washer, bolt

Props: motor mount with bolt, flat washer, lock washer, nut, wrench

Procedure:

1. Instructor reads the following command sequence. Employee(s) 1 follows the directions step by step.

   a. Take the wrench.
   b. Loosen a nut.
   c. Take off the nut.
   d. Take off the washers.
   e. Take off the bolt.
   f. Put back the bolt.
   g. Put on the washers.
   h. Put on the nut.
   i. Pick up the wrench.
   j. Tighten the nut.
   k. Give them to (employee(s)).
   l. Tell him or her what to do.

2. Employee(s) 1 becomes the direction giver. Employee(s) 2 follows the directions. Instructor is passive, allowing other employee(s) to make corrections. This procedure is continued until all employee(s) have had a turn.

3. After everyone has practiced the activity, a employee(s) writes the directions on the board, while another employee(s) follows the directions. The instructor is passive, allowing the employee(s) to correct each other. The procedure is continued until all the employee(s) have had a turn.

(West and Wilkinson, 1981)

Lesson Activity #5: Questions and Answers in Pairs

Trainees work in pairs asking each other questions about job information, schedules, procedures, etc. that you provide for them. Two employees would work together in the following example relating to a pay check stub. Questions and answers can also be used in pairs or individually as a practice exercise with most lessons, or as a contact assignment outside of the training sessions with employees interviewing others about their jobs, etc.

Pair Question and Answer Practice -- Paycheck Stubs

Ask an employee in the class the following questions about his/her paycheck stub. He/she can answer while looking at the check stub. Write down the answers. Check the answers by looking at the stub and discuss any differences. When you are both satisfied reverse roles and answer the questions about your paycheck stub following the same steps.

(Note: Employees may prefer to keep their paycheck stubs confidential. If so, use hypothetical dollar amounts but keep the company's stub form and categories.)

Questions:

1. How much is the check for?
2. What was the total amount before deductions?
3. How many hours did the employee work during this pay period?
4. What is the employee's social security number?
5. How much federal income tax was withheld from this check? How much so far this year?
6. How much money was withheld for insurance?
7. How much money was withheld for state income tax?
8. What is FICA? How much money was withheld for FICA so far this year?
9. How much vacation "money" was used? How much remains at the end of this pay period?

EMPLOYEE NAME		SOC. SEC.#		PERIOD ENDING		PAY RATE	CHECK NUMBER
Ruiz, Jorge		183-46-9278		2/15/91		10.00	8919
EARNINGS	HOURS	CURRENT	Y-T-D	DEDUCTIONS		CURRENT	Y-T-D
REGULAR	49.0	490.00			FED W/H	37.91	178.64
					FICA W/H	37.49	163.72
GROSS PAY		490.00	2140.00		INS	24.78	99.12
NET PAY		389.82	1698.52				
LEAVE	BEG BAL	USED	ADD	END BAL			
VACATION	176.28	0.00	33.91	210.19	TOTAL	100.18	441.48

Lesson Activity #6: Dialogues and Role Plays

Dialogues and role plays should be written to resemble real job and workplace interactions and situations as much as possible. The added aspect of acting out the situation while speaking can better prepare LEP employees for similar situations on the job and give them some task and related literacy practice as well. The following is an example of a dialogue for three individuals.

Dialogue -- Hotel Housekeepers

(Mary has five "make-up room now" signs hanging on doors. She also has four check-outs.)

Supervisor: Mary, you have nine rooms to make up early.

Room Attendant #1 (Mary): Yes, ma'am.

Supervisor: I'm going to change some of your room assignments.

Room Attendant #1 (Mary): Thank you.
(The supervisor talks with Anne.)

Supervisor: Anne, Mary has too many rooms to make up right away. May I see your assignment list?

Room Attendant #2 (Anne): Yes, ma'am. Here it is.

Supervisor: All right. Would you take rooms 358, 359, 361 and 366? I'll give 351, 352, 355 and 367 to Mary.

Room Attendant #2 (Anne): O.K., I'm happy to help out Mary.

Supervisor: Thank you. I'll write down the room numbers on your list.

Room Attendant #2 (Anne): You're welcome.
(The supervisor returns to speak with Mary.)

Supervisor: Mary, Anne is going to clean rooms 358, 359, 361 and 366. I'm giving 351, 353, 355 and 367 to you. They are not early rooms.

Room Attendant #1 (Mary): Thank you. Could you write down the numbers for me?

Supervisor: I'll be glad to. (Writes down room numbers.) Here you are.

Room Attendant #1 (Mary): Thank you.

Supervisor: You're welcome.

(Orange County Public Schools, 1986)

Lesson Activity #7: Forms

Besides job applications, as the one below, and personal information forms, health benefits claims, tax forms, work orders, etc. can be used. Depending on your trainees, a form often should not be presented and worked on in its entirety to begin with. Instead, it should be presented and mastered in sections and then done as a whole form.

Form -- Job Application

Name ____
LAST FIRST MIDDLE
Address ____
NUMBER STREET CITY STATE ZIP CODE
Telephone (   ) ______________________ ______________________
Area Code Social Security #

U.S. Citizen __ yes __ no

Position Desired ____________ Date Available To Start Work ______

Military Service? __ yes __ no
If Yes, Branch ______________________

Medical Conditions? __ yes __ no
If Yes, Explain ______________________

Education: name & location dates degrees
High School

Other

Previous Work Experience: name & location dates

(Kuy and Thomas, 1985)

Lesson Activity #8: Language Experience Stories (LES)

A language experience story begins with the instructor presenting a work related theme or common experience (such as changing work stations or meeting your supervisor's boss) either orally, or with pictures, media, etc. Then a discussion about the theme is begun and each trainee states his/her personal experiences or comments. The instructor writes down all that the trainees say and develops activities and exercises relating to ESL needs from their experiences and words.

For example, if a trainee said, *"I work a different machine last year,"* and another said, *"I learn to use the lathe before the drill,"* the instructor would want to develop an exercise or two on simple past tense endings and their three types of pronunciation, e.g., work - worked, fasten - fastened, construct - constructed. The idea is that this content vocabulary, grammar, pronunciation, etc. will come directly from the students. The trainer can then use a variety of activity types to work on the areas of need.

(Kuy and Thomas, 1985)

Lesson Activity #9: Problem Posing

Problem posing is similar to a language experience story in that the instructor presents a theme or common situation to the trainees, but in this case it is an issue or problem, such as not understanding your supervisor or losing track of an order. The problem is a real one that has occurred for workers and may be presented to trainees through any medium (e.g., picture, video, song, role play, etc). The class then analyzes the problem with the following questions:

1. What do you see (or understand)?
2. What is the problem?
3. Do you ever have this problem?
4. Why is there a problem?
5. What should you do?

Following the analysis, discussion should focus on how to solve the problem. During this process, the instructor writes down all or main points of what the trainees say. As with the language experience story, the instructor then uses their responses for other language and literacy activities and exercises.

(Kuy and Thomas, 1985)

Lesson Activity #10: Cooperative Learning

Cooperative learning is a method or approach that can be used with a number of lessons or activities. In this approach trainees work together in small groups to master particular content or to meet an objective. Some lesson activities already mentioned, such as language experience stories and problem posing involve cooperative learning. Others may be done cooperatively by using one of a number of models, such as:

1. Think-Pair-Share: The instructor poses a question to students, who think of responses, discuss them in pairs and come to consensus, and share their answers with the whole group.

(Davidson and O'Leary, 1990).

2. Student Team Learning: The instructor presents the material and students form teams of 4 or 5 and master worksheets on the material. The teams then compete with one another through the team totals of members' quiz scores or through academic games.
3. Jigsaw: Each student in a group of 5 or 6 is given a unique section of a lesson or topic. After reading the sections, students meet in "expert" groups with their counter-parts from other groups to discuss their sections. The students then return to their original groups and teach the others about their sections.
4. Learning Together: Students work in small groups to complete single worksheets.
5. Group Investigation: Student groups decide what they will learn, how they will organize themselves and how they will share what they have learned with others.

(Slavin, 1981)

Whichever model is used, the common elements are:

- Heterogeneous groups, mixed backgrounds, abilities, etc.
- Positive interdependence, working towards a common goal.
- Individual accountability, each student masters the material.
- Cooperative skills, interpersonal skills for successful interaction.

(McMullin, 1990)

Practice Exercises

The seven practice exercises in this section provide examples of the instructional techniques discussed in this chapter. These exercises in this can be adapted to complement lesson objectives and activities. They can also be adapted for different language skill levels and trainee needs. The exercises are named and examples are given; most are self-explanatory.

Figure 7.2 lists the exercises along with the associated workplace trainee targets.

FIGURE 7.2: Practice Exercises

#1. Cloze Exercises (a) for credit card embossers
(b) for custodians

#2. Crossword Puzzles for mail machine assemblers

#3. Word Finds for welders

#4. Labeling for custodians

#5. Matching for meat processors

#6. Ordering Process Steps for tire production workers

#7. Sentence Completion for mail machine packers

Practice Exercise #1: Cloze Exercises. Cloze or "fill the blank" exercises can be done while listening to a text or while reading using memory and/or choosing from a word list.

Cloze Passage -- Credit Card Embossers

Fill in the blanks with the words below.
Keep the steps of embossing in mind.

To do a run of cards on the embossing machine, first read the code control form. Match the ___ and ___ numbers with those on the ___ and read and understand the ____instructions. To begin the run, ____ the computer program, insert the reel, ____ the cards and press "enter" to ____ the run. While the ____ is running, read and understand the abbreviations of ___ types on the machine and ___ necessary corrections.

When the run is ___, ___ the cards and ___ out the report form.

embossing
stack
make
card
box

reel
start
complete
file

machine
form
error
set

(The example was developed from observation at United Mailing.)

Cloze Drill -- Custodians

Fill in each blank with one of the words on the right.

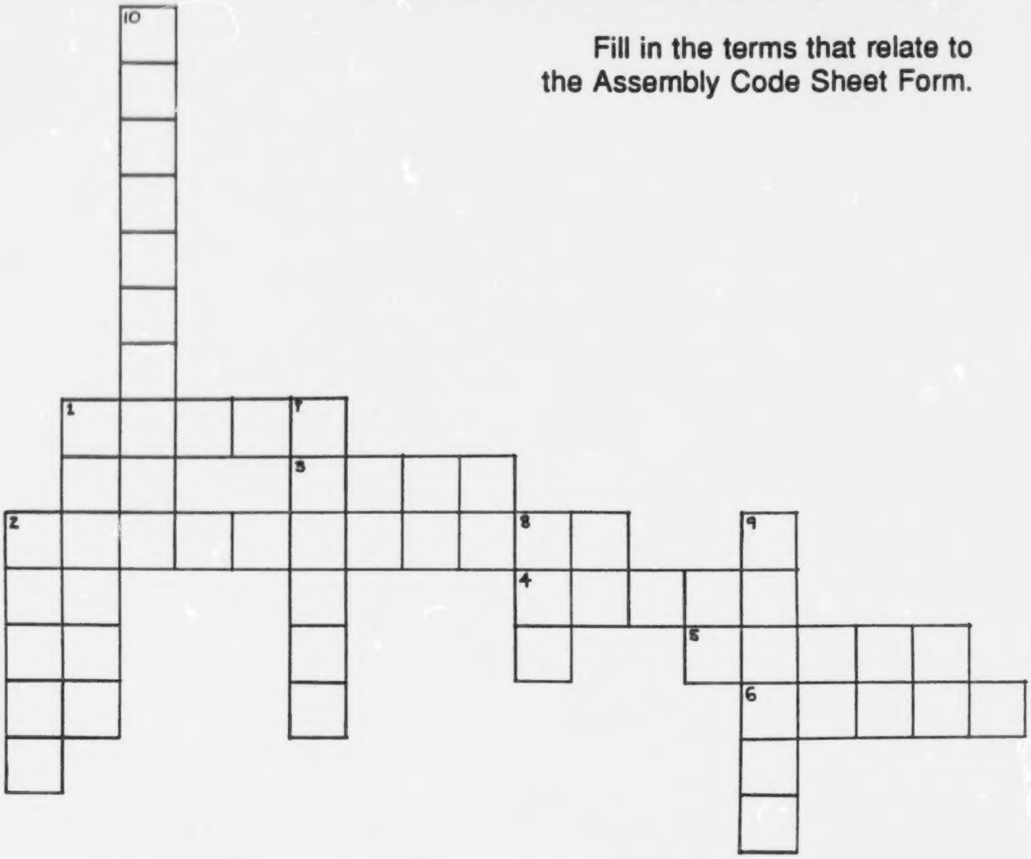
1. ______ the cleaner well.
2. Open the ______.
3. Pour one cup into a ______.
4. ______ the bucket with water.
5. ______ the water and cleaner together.

Stir
top
Fill
Shake
bucket

Practice Exercise #2: Crossword Puzzles

Crossword Puzzle -- Mail Machine Assemblers

Fill in the terms that relate to
the Assembly Code Sheet Form.



ACROSS

1. Moving parts with "teeth".
2. Writing that tells you about something.
3. Metal string.
4. It applies ink.
5. Bottom.
6. Top.

DOWN

1. Used to lubricate parts.
2. Move or run.
7. Turn off the machine with a ___.
8. Liquid for lubrication.
9. Stand on the ___.
10. Round smooth moving parts.

GROUND BUMPWHEELS OIL DRIVE GREASE LOWER
WIRE GEARS UPPER SWITCH
DESCRIPTION INKER

(The example was developed from materials Pitney Bowes.)

Practice Exercise #3: Word Finds

These exercises are used to reinforce new vocabulary.

Word Find -- Welders

Shade in the letters for each of the words listed below. The unused letters will make a sentence.

S	S	D	N	I	R	G	S	J
O	E	U	B	S	O	P	E	N
A	F	S	P	E	T	T	V	I
E	Y	I	S	P	A	S	O	D
I	S	M	N	A	L	P	L	O
O	R	U	R	T	L	Y	G	N
A	R	E	F	N	I	G	J	T
T	T	O	D	M	C	Y	A	G
F	I	X	C	L	S	U	R	E
L	O	A	P	R	O	N	M	T
A	Y	T	E	F	A	S	P	I
T	I	G	H	T	E	N	A	T
U	N	S	C	R	E	W	N	Y

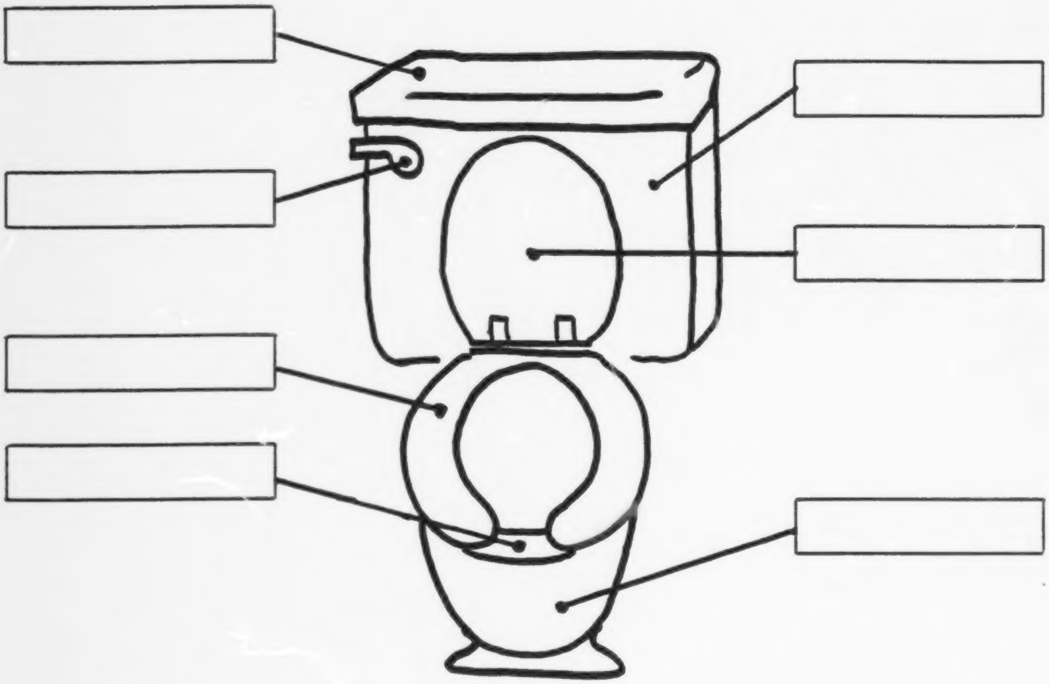
OSCILLATOR
SURE
SUPPLY
FIX
RUN
GRIND
GLASSES
SOLDER
APRON
I DON'T GET IT
UNSCREW
OPEN
FLAT
JAR
TIGHTEN
FUSE
SAFETY
GLOVES

(Orange County Public Schools, 1986)

Practice Exercise #4: Labeling

Labeling -- Custodians

Label the parts of the toilet for cleaning and repair.



RIM TOP BOWL HANDLE LID TANK SEAT

201

Practice Exercise #5: Matching

Matching -- Meat Processors

Match the words on the left with their meanings on the right by connecting them with lines.

1. glad house	a salt water solution
2. gross	the covering on the ham
3. tare	where hams are cooked
4. casing	total weight
5. net	a type of processed ham
6. cush	the weight of the contents only
7. deli	the weight of the container
8. brine	a type of raw ham

(The example was developed from an observation at Bar "S" Foods.)

Practice Exercise #6: Ordering Process Steps

Process Steps -- Tire Production Workers

Write the step order number in front of each step of the process of curing tires.

Fill out the form that goes with the cured tire.

___ Inspect the cured tire.

___ Set the timer to the correct cure time.

___ Check the tire.

___ Match the shop order to the tire and mold.

___ Clean the mold.

___ Cure the tire.

___ Place the tire in the mold.

(The example was developed from observation at Michelin Tires.)

Practice Exercise #7: Sentence Completion

Sentence Completion -- Mail Machine Packers

Complete the sentence giving information about the packing process.

1. The bar codes tell ____________________
____________________________________.

2. The dunnage is ______________________.

3. Plastic bags are used __________________.

4. The cards and material are placed in the box in the order of _____
____________________.

   (inventory card, operating guide, product line brochure, insulation notice, instruction card, feedback card)

5. The last two items to go into the box are _____________________
_______________.

6. After sealing the box __________________.

(The example was developed from observation at Pitney Bowes.)

Summary and Final Note:

This chapter has provided basic methods and techniques for LEP employee instruction and a sampling of activities and exercises. In making use of the methods, techniques and activities, you should constantly remind yourself of the trainees' English language skill levels and occasional need for native language use, as well as of the specific job and workplace objectives and content areas. For the instructor whose background is in adult ESL, the temptation is to neglect job and workplace contexts and run the class like an adult basic education ESL class. For the instructor whose background is in vocational and job training, the temptation is to overestimate the trainees' English language abilities, or how quickly they are improving, and return to instructing the class with the same English language use and pace as would be done with native English speakers. Instructors from both of these backgrounds need to remind themselves to take advantage of the trainees' native language as an instructional tool.

EXHIBIT 7.1: Oral/Aural Methods and Techniques for LEP Instruction

Analyze your use of oral/aural methods and techniques for LEP instruction in the workplace by answering the following questions:

1. Which of the oral/aural methods and techniques have you used?

2. How have you used them? Give examples.

3. Which are new to you?

4. Which do you feel are particularly important or useful? Why?

5. What other successful techniques have you tried? Give examples.

6. How else could any of these techniques be used?

EXHIBIT 7.2: Phrases in Trainees' Native Languages

Find out how to say the following phrases or expressions in one or all of the native languages of the LEP workers in your company.

"Hello."

"Good morning."

"Good afternoon."

"Good evening."

"How are you?"

"I'm fine, thank you."

"What's your name?"

"My name is _______."

"Good job."

"Nice work."

"Goodbye."

EXHIBIT 7.3: Adapting Written Materials

The following passage is an excerpt from a two page letter sent by a personnel office to all employees. Using suggestions for adapting written materials in both English and the native language, adapt the passage in at least five ways.

The purpose of the Benefit Audit Form is to make corrections or confirm that our records of your current medical, dental and life insurance coverages and dependent/beneficiary designations are accurate. Read the letter of instructions accompanying the form and review the Benefit Audit Form carefully. It is important that you check the accuracy of the listed information. Make any corrections or confirm that the information is correct as it appears on the form.

After you have carefully reviewed, completed, and signed the Benefit Audit Form, return it to the Benefits Administration Department as directed in the letter. If you have made any corrections, your record will be updated and a confirmation of the correction will be sent to your home address.

In order to expedite the updating of the benefit records, we ask your cooperation in returning your form as quickly as possible.

If you have any questions, contact your employee relations professional for assistance.

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Chapter 8:

CROSS-CULTURAL TRAINING IN THE WORKPLACE

If you find a path with no obstacles, it probably doesn't lead anywhere. (Anonymous)

Introduction and Purpose

Because "*minorities,*" including refugees, immigrants and native born non-English speaking persons, will comprise an increasingly large share of the workforce over the next decade, employers are becoming aware of the need to remove the barriers to employment and effective job performance for limited English proficient (LEP) workers. In addition to language and literacy instruction, these workers need training in American working culture and in the culture of their particular workplace. We suggest this be an integral part of their English language and literacy training. The goal of cross-cultural training should be to make LEP employees aware of employers' expectations of workers, to assist them in analyzing interpersonal relations on the job and in developing critical thinking skills. Competence in these areas is essential to developing LEP employees' capacity to be trained for job upgrade and promotion.

Another challenge faced by employers today is an increasing need for employees who can work cooperatively with people from a variety of ethnic and linguistic backgrounds and across different authority levels and organizational divisions. Developing a workforce with these capacities is challenging in any setting, but particularly so in multicultural settings. Cultural values and expectations determine how people define appropriate behavior for such skills as working independently or cooperating across different authority levels. The situation is further complicated by differences in gender, age, educational background, socioeconomic group, and personality.

The workshop described in this chapter is recommended for managers, supervisors and coworkers of LEP employees. It is only one step in what must be an ongoing plan for managing a diverse workforce. The plan should provide the means for employees, on every level of the organization, to develop the capacity to respond to those different from themselves in such a way that the company can derive maximum benefit from having a variety of perspectives to draw upon at all levels of the organization. In practical terms, this means providing the kind of formal and informal support to all employees that is needed if they are to work effectively and move up in the organization.

Cross-cultural training is a first step. It develops skills in cross-cultural communication. When these skills are applied in a multicultural work setting, the results often include: increased confidence and self-esteem on the part of LEP workers, better communication between LEP workers and supervisors, more interaction (both on the job and during breaks) between LEP employees and their coworkers, and better working teams.

What's in This Chapter?

1. Background information on the concept of culture and on cross-cultural issues in the workplace.

2. A brief discussion of the focus, goals and benefits of cross-cultural training in the American workplace.

3. Information on each of the key steps in planning, developing, and implementing a cross-cultural awareness workshop.

What Is Culture?

"If you want to know about water, don't ask a fish." This a way of saying that we take our own culture for granted. We don't normally think about it until we bump up against cultural differences. Then we begin to be aware of how culture and language affect the way we interpret our experiences and interact with others. Culture has been likened to an iceberg, since much of it lies hidden beneath the surface of our consciousness. The hidden dimensions of culture underlie our values, influence our behaviors and the way we see the world. Figure 8.1 summarizes the characteristics of the three levels of culture identified by anthropologists.

FIGURE 8.1: The Three Levels of Culture – The Iceberg

LEVEL 1: Surface of culture – above sea level

- architecture, food, language, music (learned cognitively).
- *emotional load:* relatively low -- produces few misunderstandings.

LEVEL 2: Unspoken rules – partially below sea level

- courtesy, use of time and punctuality, rules of conduct for restaurants, social occasions, shopping (learned by trial and error).
- *emotional load:* very high -- violations result in negative feelings about the violator.

LEVEL 3: Unconscious rules – completely below sea level

- nonverbal communication, touching, space, eye contact, body language, tone of voice (learned through modeling, usually in early childhood).
- *emotional load:* intense -- when rules are broken, relationship between persons is affected; violations taken personally.

Some people are more tolerant of differences than others. Our habits and surroundings influence our preferences and values in ways that may surprise us. Ask yourself the following questions: How late must I be for an appointment before I must apologize? Does this differ according to the circumstances, e.g. a business appointment, a theater engagement, an evening with friends? Allowing for individual differences within a culture, the answers to these questions vary from one country or culture to another. Table manners, also vary from one culture to another: slurping one's soup shows appreciation of good food in some cultures and is rude in others.

Even more subtle are the unconscious rules of behavior. For example, differences in perceptions regarding social distance, how close one stands to another person in different situations, are usually unconscious. In South America, one must stand quite close to another person to have a conversation with him or her, whereas in much of North America one stands at a distance of about two feet for impersonal conversations. If someone gets closer than is comfortable, people will automatically back up. An aware observer may be amused at seeing a South American business person "chase" a North American colleague around the office while trying to negotiate a business deal, but the encounter may be frustrating to those involved.

Because we take so much of our culture for granted, we usually have little awareness of the unspoken (level 2) and unconscious rules (level 3), described in Figure 8.1, *unless our cultural expectations are violated.* When this happens, our usual reaction varies from mild annoyance to outright anger. The examples that follow in Figure 8.2 illustrate how different cultural expectations in the workplace can result in misunderstandings with potential for negative consequences.

FIGURE 8.2: Examples of Cross-cultural Misunderstanding in the Workplace

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Problem: *The shift supervisor complains to his superior that an LEP employee is "sitting over there again." He says, "He's supposed to be working. He does all I ask, then he just sits around or talks with others. He isn't sneaky about it, he does it quite openly. I can't figure it out. I wonder what he's thinking."*

Solution: Supervisory, as well as employee behaviors and expectations, are culture-specific. Many cultures encourage individual initiative; others provide constant and close supervision with clear and specific directions that limit the employee to only what has been requested. The worker in question is accustomed to performing only those tasks specifically assigned, and only as precisely directed. Then he waits for further directions. He may need only a short period of time to adjust to new expectations if they are explained.

(Adapted from Reed, 1984)

Problem: *An immigrant restaurant manager from the Middle East circulates among the tables during the lunch time rush in a city business district, talking with customers and showing interest in their satisfaction. The owner becomes annoyed because she has frequently stressed that during lunch time rush the manager should be assisting the cooks or servers. Further, the owner perceives that the customers want to be left alone to eat quickly and return to work.*

Solution: In his homeland, the manager would be "host" and the customers would be "guests." To not talk with them and make sure they are satisfied would seem rude. Food preparation or assisting with meal service would be inappropriate for someone with the status of manager. The differences in cultural expectations concerning management responsibilities and customer preferences need to be explained and understood.

How Does Culture Affect Communication?

The way we communicate is influenced by unconscious interpretations that are inherent in the way human beings process information. Carried to an extreme, such assumptions result in stereotypes. Think, for example, of the way detectives, villains or heros are portrayed in movies or on television.

In unfamiliar situations, we make judgments about people or their behavior based on a number of culturally-based assumptions. These judgments may or may not prove accurate in subsequent encounters. In a multicultural setting, unconscious values and assumptions are likely to have even greater variability, and the potential for misunderstanding increases. For example, many Americans consider direct eye contact to mean that a person is honest and confident, whereas in some cultures, one lowers one's eyes to show respect and humility. In some cultures, courtesy demands that people not ask personal questions of new acquaintances, whereas in other cultures to do so indicates friendliness. Such differences, if not understood, can create barriers to hiring, training, and promoting immigrant workers.

Activity 8.1 will give you an idea of how this process works.

ACTIVITY 8.1: Catching Your Unconscious Cognitive Processes at Work

Analyze how you tend to naturally "size-up" people or situations by following these suggestions:

1. Next time you are in an unfamiliar situation, notice how you first see or meet a stranger (walking along the street, sitting in a restaurant or on the subway).

2. Notice how you instantly size them up. You will discover that you make a whole set of assumptions about the person: safe/threat, like/dislike, superior/inferior, sexy/blah, interesting/boring, and a number of other conclusions.

3. If you can recall having done this in the past, then later got to know the person, try to remember how long it took to change your mental picture of the person.

    - Where did you get the criteria for making these judgments?
    - How did you apply them?
    - Can you see the possible impact of such judgments on your relationships with people of a different culture?

(Adapted from Tamas, 1988, p. 11)

What Barriers Are Created by Culturally-Based Assumptions?

Stereotyping occurs because of our human tendency to interpret behaviors according to our own cultural and linguistic norms.

- We often assume, whether consciously or not, that people who make errors in English grammar or who have "accents" different from our own are not competent or trustworthy. This comes from the tendency of native speakers to evaluate and interpret the abilities and intentions of others through verbal or written language behavior.

- Asian Americans' tendency toward indirect speech has resulted in stereotyping them as humble, nonassertive, and lacking in leadership qualities. Middle Easterners are often seen as abrasive in part because the English language uses inflection and intonation in subtle ways to convey courtesy and respect. In the Arabic or Persian languages, titles and figures of speech not present in English are used to convey these attitudes.

There are different culturally-based expectations of appropriate verbal and nonverbal behaviors during job interviews. American interviewers expect candidates to display their superior qualifications, ability to solve problems and think for themselves.

- In some other cultures such behavior is considered inappropriate or discourteous. Job candidates from other cultures need training in directness and informality of speech, clear confident answers to interview questions, and direct eye contact if they are to present themselves well in job interviews in this country.

Differences in expectations exist about the use of time on the job. American workplaces tend to be driven by the clock rather than by the flow of work or the fatigue of the worker.

- In other cultures one may work until a task is finished, then take a long break, rather than interrupting the flow of work for a scheduled break.

There are also differences in beliefs about interpersonal relationships, particularly where the relationship concerns worker and supervisor. Cultural clarification is often required for:

- appropriate interactions between worker and supervisor, male and female
- how to make suggestions
- how to clarify misunderstandings
- when and of whom to ask questions
- the appropriateness of criticism or negative feedback
- interpreting anger or displeasure of supervisor
- physical proximity and contact

Solutions to these problems are not easy, but learning how to assess situations and interpret what has occurred gives one more accurate information upon which to respond in any given situation, thus making one more confident and effective. Dealing with cross-cultural issues in the workplace requires ongoing attention to communication and necessitates adaptation on the part of all involved. The greatest adjustments are required of the LEP workers, who often can adapt in a relatively short time once made aware of what is expected. As we have discussed earlier, cross-cultural training can be provided to LEP workers as content for their language instruction. A checklist of topics that may be discussed appear in Figure 8.3.

FIGURE 8.3: Examples of Cross-Cultural Adjustments

- time: lateness, on time, in time
- receiving praise, being singled out
- behavior toward supervisor, boss, peers
- individuality vs. group effort
- eye contact
- interactions with women as peers and as supervisors
- asking questions
- personal space, distance, touching
- bodily contact
- touching top of head (offensive in some cultures)
- pat on the back (offensive in some cultures)
- the central place of work in American life
- standards of politeness and appearance
- what employers expect from workers
- social relations on the job

In addition, it is helpful for the supervisors and coworkers of immigrant workers to improve their cross-cultural communications skills and gain more understanding of their own cultural expectations and those of their LEP coworkers. Increasingly, employers are using cross-cultural training workshops to introduce such skills.

What Is Cross-Cultural Training?

Cross-cultural training provides participants with the ability to develop cultural self-awareness--to recognize the cultural influences in their own personal values, behaviors and thinking processes. Workshops suitable for most worksites would be relatively short in duration, 6-to-8 hours in length, although many companies may wish to provide a series of such workshops. In a brief workshop, you may expect to provide participants with

(1) some awareness of their own culture and how it influences the way they interpret the actions of others

(2) some tools for understanding and communicating with people of other cultures.

On-going training and a commitment, on the part of management, to removing the formal and informal barriers to promotion of limited English speakers and other minorities is essential to making such workers maximally productive in a culturally diverse workplace.

Figure 8.4 addresses some questions frequently asked by businesses about cross-cultural training programs.

Because of the unconscious dimensions and emotional content associated with culture, effective cross-cultural training is experiential in nature. It draws upon the experience and knowledge of the adult participants through simulations and problem posing. Workshop activities develop participants' skills in:

- diagnosing difficulties in intercultural communication
- suspending judgments when encountering behavior that seems unusual
- learning about other cultures
- communicating effectively with those of another culture

FIGURE 8.4: Questions Businesses Ask About Cross-Cultural Training

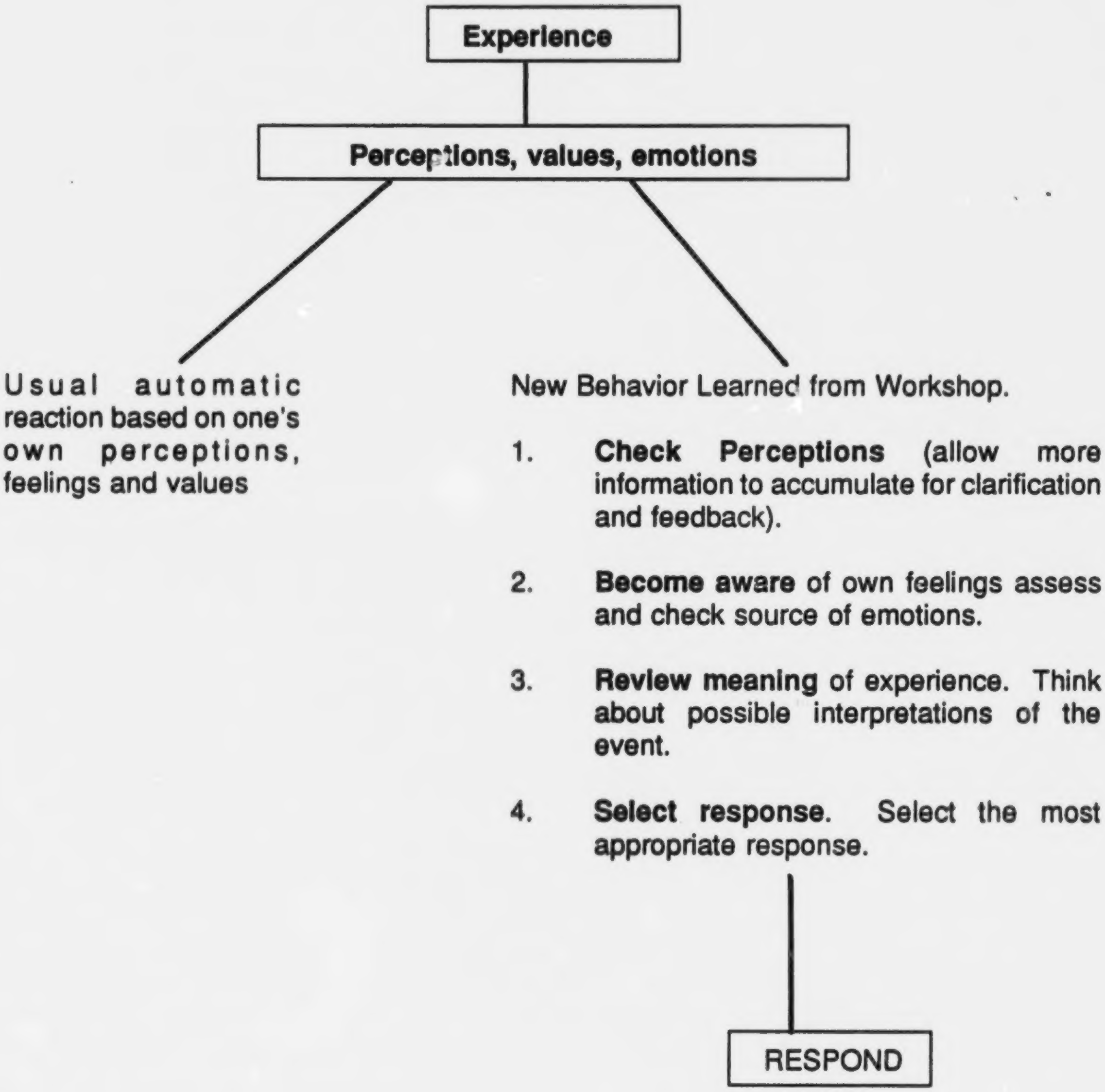
What is the purpose of cross-cultural training?	To help employers integrate and utilize LEP employees more fully through improving the cultural awareness, understanding and communications skills of the workforce.
Who should take the training?	LEP employees and their managers, supervisors, and coworkers.
If employees speak English well do we still need the training?	Many who speak English lack social skills because so much of communication is culturally derived. These may keep the company from moving a valued employee to a new department and restrict the kinds of supervisory assignments she or he is given.
Is it effective to provide training to management?	Managers are trained to build working teams and should be provided with such training. Yet cross-cultural communication is likely to extend to all employees, so all levels should be involved.
How much can you learn about a culture in a few hours?	You can learn how to recognize major areas of cultural misunderstanding that can affect the job, and how to avoid them. Ongoing training and support is necessary to reinforce and extend the benefits of initial training.
What are the results?	Skills learned in cross-cultural training will help to improve communications, employee relations, productivity, and participation in company activities.

(Adapted from Reed, 1984, p. 78)

Management and supervisors must then encourage the use of new communications skills and understandings on a day to day basis throughout the workforce. ESL classes can continue to provide the LEP employees with understanding about American working culture and the tools to communicate more effectively in the workplace.

Figure 8.5 shows how we can change our automatic responses to experiences through practicing new behaviors learned through cross-cultural training.

FIGURE 8.5: Analyzing Culture, Emotions and Behavioral Responses



Usual automatic reaction based on one's own perceptions, feelings and values

New Behavior Learned from Workshop.

1. **Check Perceptions** (allow more information to accumulate for clarification and feedback).
2. **Become aware** of own feelings assess and check source of emotions.
3. **Review meaning** of experience. Think about possible interpretations of the event.
4. **Select response.** Select the most appropriate response.

(Adapted from Tamas, 1988, p. 10)

Designing A Cross-Cultural Training Workshop

The first steps in planning include identifying the client, selecting appropriate trainers, and assessing the cross-cultural training needs of the worksite. The next set of activities address designing the workshop and implementing it. The flow chart in Figure 8.6 illustrates the steps involved in planning a workshop.

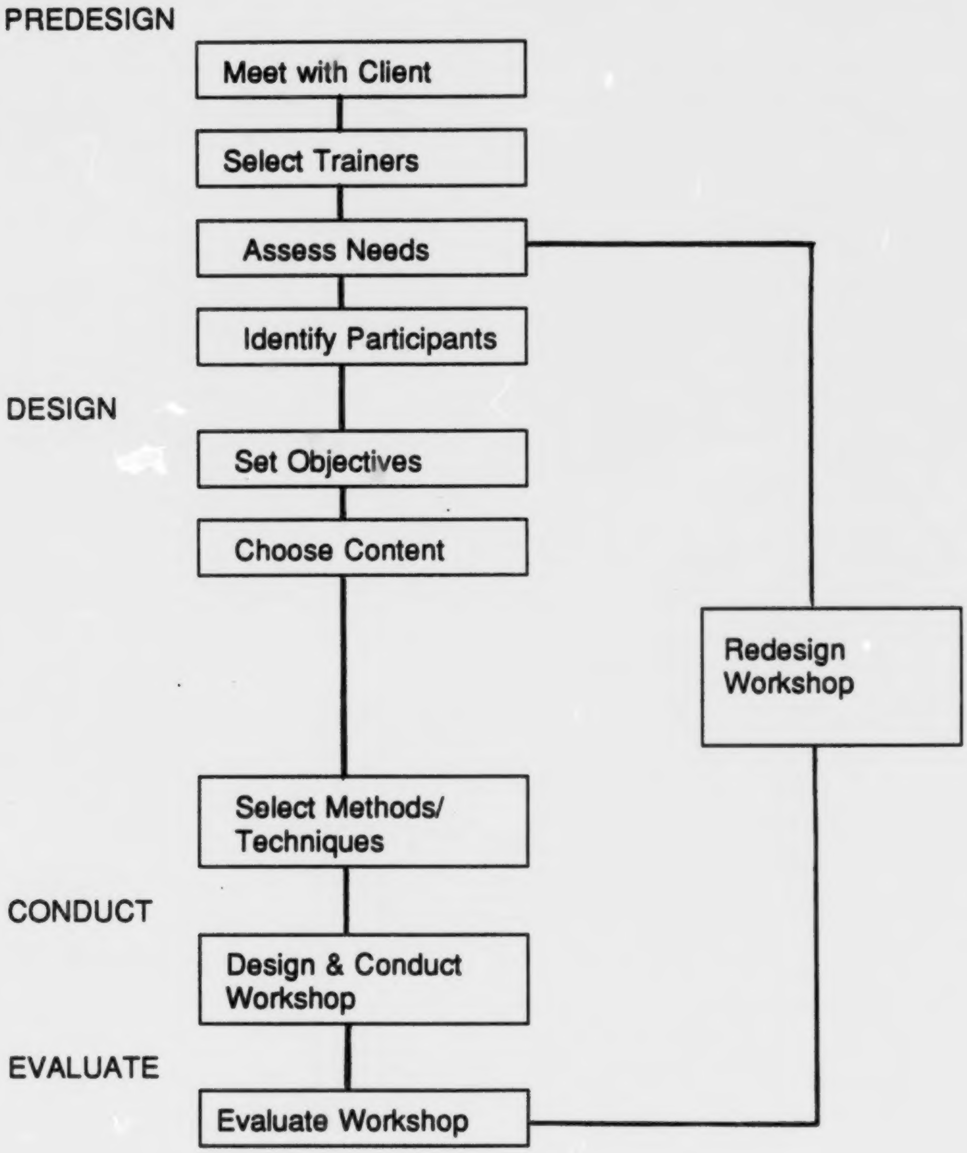
Predesign Activities

1. **Identify workplace client.** Many users of this handbook will be providing ESL services in a business or industry. Often a need for cross-cultural training will be identified in the process of assessing management's needs for workplace English language training. Preliminary discussions with management (usually human resources development and supervisory personnel) about the problems being experienced in the multicultural workforce may result in a proposal for a workshop for management or for the co-workers and supervisors of LEP workers. In other worksites the need for supervisor and co-worker training may become apparent through problems posed by LEP workers during ESL classes. In whatever way the need is identified, once a decision has been made to proceed with training, further needs assessment and planning should be done by the workshop trainers.

2. **Select workshop trainers.** Those selected must be aware that adult learners bring experience and resources to the learning process and are goal oriented. Cross-cultural trainers need the following skills and understandings:

   - knowledge of key concepts of cultural learning and intercultural communication
   - experience in multicultural settings
   - competence in facilitating group interaction
   - sensitivity to the needs of different groups and individuals

FIGURE 8.6: Major steps in Planning, Designing, Conducting, and Evaluating a Workshop


PREDESIGN
Meet with Client
Select Trainers
Assess Needs
Identify Participants
DESIGN
Set Objectives
Choose Content
Redesign Workshop
Select Methods/ Techniques
CONDUCT
Design & Conduct Workshop
EVALUATE
Evaluate Workshop

(Adapted from Hemphill and Low, 1984, p. 43)

3. **Assess needs.** An interview with management is essential in planning workshop logistics (who? what? when? where?). This occasion may also be structured to provide trainers with information about existing cross-cultural problems at the worksite. Meeting with Human Resource Development (HRD) staff, department managers, and especially with supervisors who work directly with LEP employees, is likely to yield good information about the cross-cultural issues of concern to management. Trainers should be aware, though, that some of the deeper issues may not surface until later: often during the workshop itself. Time spent observing employee interactions may also be fruitful. In some instances a pencil and paper needs assessment is useful, for example, when time for interaction with worksite staff is limited. It provides a confidential means that enables people to be frank about their concerns.

In business and industry, areas where cross-cultural misunderstandings or difficulties arise may be identified through looking at various management functions and asking what kinds of difficulties arise with persons of other cultures in carrying out each of those functions. Functions to be addressed include:

- recruitment, selection and orientation of employees from designated groups
- supervision, promotion, performance evaluation, staff development
- workforce climate, including organizational communication, employee relations, conflict resolution, motivation
- team building and productivity, including leadership, assignment of tasks, communication between workers

Needs assessment in even one of these areas might reveal several needs. One might ask, for example, in looking at workforce climate:

> *"What problems does management have in relating to foreign-born workers?"*
>
> *"Are there behaviors on the part of foreign-born workers that cause problems in terms of employee relations?"*

> *"Are there conflicts between these workers and American-born workers that are difficult to resolve?"*

One might find that managers are concerned, for example, because workers do not look them in the eye during conversations, or do not ask questions, or always say "yes" even when later it becomes evident that they did not understand what the manager was asking of them. These problems show a need for understanding differences in body language, eye contact, courtesy, and social stratification between cultures. Workshop objectives would then address these needs.

4. Identify Participants. In deciding who should attend the workshop, it is probably preferable to make it somewhat voluntary at first and to prepare participants adequately ahead of time. If, as in the case described in Exhibit 8.1 at the end of this chapter, a whole production team needs training, the issues should be discussed with the team prior to the training. Required participation on short notice can create barriers to learning, particularly in this type of workshop. One of our sites, Tacoma Community House, provides a high energy preview to potential participants that attracts them to come to the workshop itself.

Design Activities

1. **Set objectives/choose content.** There are three kinds of objectives for cross-cultural awareness workshops:

   a. **general cultural awareness objectives** (general background on the dimensions of culture and how culture affects communication)

   b. **content objectives** (key concepts relevant to improved cross-cultural communication)

   c. **worksite-specific cultural awareness objectives** (address issues arising from the specific cultural backgrounds present at the worksite)

General cultural awareness objectives are valuable in helping participants gain insights into their own cultural expectations and values and how these influence communication. Worksite-specific cultural awareness objectives are likely to come more directly from the needs assessment and address a need for information about the cultural backgrounds of LEP employees or for knowledge of how specific cultural characteristics may explain responses that led to intercultural misunderstandings. Experienced cross-cultural trainers recommend integrating such information throughout the workshop, providing culture-specific information in such a way as to avoid stereotyping or over generalization. Throughout the workshop, trainers:

- encourage analysis of specific interactions rather than focus on a list of *"dos and don'ts"* for cultural interactions;

- take care to verify information imparted concerning a culture other than one's own
    - with an informant from that culture
    - from respected and well-grounded sources

- take responsibility for the impact the information may have on participants in terms of:
    - images portrayed of ethnic group under discussion
    - accuracy of portrayals
    - nature of demands for participant behavior change or response

2. **Select methods/techniques.** Effective cross-cultural training incorporates a variety of techniques appropriate to the adult learner and takes into account participant experience and cultural background. Methods used for multicultural groups will be different from those used with groups from only one particular cultural background. People from some cultures may find experiential learning techniques uncomfortable or unfamiliar, and will need orientation not required by others.

Types of workshop activities include:

- **general cultural awareness information:** mini-lectures, reinforced by handouts and overheads or through videos and films

- **content objectives:** mini-lecture, discussion, and appropriate experiential activities (problem posing, simulations, role playing)

- **worksite-specific information:** addressed with thought and sensitivity, and carefully integrated throughout the workshop. It will include examples from the various cultures represented in the workplace but with care to indicate that they are examples and may not be generalizable to all members of the cultural groups being discussed.

Most workshops will address all three categories mentioned above, with emphasis on areas of particular concern to the company for whom training is being provided. Exhibit 8.1 shows how a workshop is developed based on a needs assessment. It includes a summary of the needs assessment, resulting objectives, a sample agenda, and a number of workshop activities appropriate to the needs of the company.

Implementing the Workshop Plan

In preparation for implementing the workshop, trainers prepare an agenda, assign trainer roles and responsibilities, then conduct the workshop. We recommend that workshops be conducted by pairs or teams of trainers and that wherever possible these represent diversity:

- male/female
- age
- racial/ethnic diversity
- types of intercultural experience
- presentation and interactive styles

The workshop itself must be a model for intercultural interaction and communication. Throughout the workshop trainers will show, through their own interactions, the basic principle that effective cross-cultural communication involves the ability to learn from instances of miscommunication. Trainers' sympathetic and accepting attitudes, appropriate use of humor, willingness to be honest and to demand the same of others, and their acknowledgement that developing one's communication skills is sometimes a painful process, make them peers in the groups' experience. Providing and using tools for analyzing communication throughout the workshop can be helpful both for workshop participants and for the trainers.

The following markers can be used in analyzing any communication as part of the perception check described in Figure 8.5. Look at:

- who is involved
- role relationships
- communication goals
- environment
- type of communication (written and oral communication)
- one-way vs. two-way communication
- nonverbal behavior
- attitudes

We must stress once again the importance of considering the make-up of the workshop group. There are potential pitfalls for both trainers and participants that must be kept in mind.

1. **Monocultural group** When trainer and participants share the same cultural background, the trainer can more readily sense what the group is ready for, but must be careful to guide participants to communicate their intercultural experiences in a way that avoids stereotyping or generalizing about "them."

2. **Multicultural group** Trainers cannot take for granted issues about the suitability of an activity, the amount of preparation time, and the amount and extent of self-disclosure required by it. While there are more sources of culture-specific information in a multicultural group, the trainer must guard against asking people to speak for all members of their cultural groups or from making generalizations from their personal experiences.

If trainers are sensitive to issues that arise spontaneously in the course of the workshop, much valuable learning can occur by simply taking advantage of the opportunity to use a "real time" example for discussion. At one training workshop for workplace cross cultural trainers, a multicultural group practiced using the Some People I Know activity described at the end of this chapter. As each small group reported back to the larger group, the trainers noticed that each had chosen their one Anglo member to speak for them. One of the participants commented on this during the discussion that followed. The trainers wisely said,

> *"Let's take some time to reflect on the dynamics of our own workshop community. Why do you think this happened?"*

The resulting discussion provided important insights into the attitudes and values of those present that probably could not have been gained through any planned activity.

In another instance, workshop materials used a matrix to highlight differences between the dominant culture in the United States and a contrasting culture that was more group-centered than individualistic in orientation. The heading identified the dominant culture as the Western Male Culture. A non-western male trainee commented on the heading, concerned that it might offend management. One of the trainers, an Anglo male, admitted that the term made him uncomfortable. The ensuing discussion enabled the participants to spend time discussing issues around the equality of the sexes that might not otherwise have arisen.

As we have mentioned, a later section of this chapter includes brief descriptions of a number of workshop activities appropriate to the needs of different workplace settings. Each activity is accompanied by notes explaining its purpose as well as a suggested procedure for discussing the experiences and feelings of participants. Such discussion is an essential part of simulation activities. Ample time must be allowed for it. Better to do fewer activities with thorough discussions following them than to provide too little opportunity to process the experience.

Evaluate and Refine the Workshop

1. **Evaluation.** If the workshop is to be of value, it must be designed around achievable objectives. A cross-cultural training workshop only starts the process of moving participants from ethnocentrism toward acceptance and respect of differences. Thus, though the overall goal of the workshop is a change in attitude, ongoing support for changing one's attitudes and perception is necessary. In addition, the workshop seeks to provide participants with tools for improved cross-cultural communication in the workplace. If problem areas were targeted during the needs assessment, evaluation questions should focus on improvements in relation to those problem areas since the workshop. Follow-up discussions with the human resources and supervisory personnel, who initially met with workshop planners, to ask about changes they have been observing since the workshop (such as more intercultural interaction during lunch, more comfortable interactions between supervisors and LEP workers, more

participation of LEP employees during team meetings or troubleshooting sessions).

Another more immediate evaluation strategy is to ask each participant to state or write down, before leaving the last session, one important thing they learned during the workshop. This information can be studied and plans for future workshops formulated to address discrepancies between what the trainers believed to be important and the experiences of the participants.

2. **Refinement.** Based on the evaluation and on a careful analysis of the workshop by trainers, changes and refinements can be made in the workshop.

Exhibit 8.1 at the end of the chapter is a sample workshop plan arising out of the needs assessment information for C-Technologies, Inc. Although the name is fictitious, the example is real.

Using Activities in Cross-Cultural Training

Why and How to Use Cross-Cultural Activities

This section includes a rationale for and examples of activities that may be used to meet the kinds of objectives one would expect to be established for industry-based cross-cultural training. Since much of culture is on the unconscious level - that of perceptions, assumptions, communications styles, values and beliefs - we believe participants benefit from experiences that help them begin to move beneath the surface areas of culture to address, in a small way and in a safe environment, the issues that cause the most discomfort and conflict in intercultural situations.

The activities we give as examples are useful because they draw upon the experience of the group members and enable them to be more active learners. Furthermore, such activities help to "warm-up" a group, remove some of the threat from the situation and provide active purposeful experiences. On the other hand, activities that require participants to be open and frank about their feelings may cause discomfort for individuals from cultures that value indirectness and keeping one's personal thoughts and feelings hidden. In selecting activities, trainers should be sensitive to the composition of the group and the demands the activity is likely to place on participants. *While some discomfort is inevitable when one is learning a new skill, a high level of anxiety and tension is not conducive to learning.*

The activities included here are from several sources. We recommend referring to these sources for additional exercises. They include:

- The California Cultural Awareness Resource Guide (Hemphill and Low, 1984)
- Cross-Cultural Communication in the Workplace: A Training Manual (Reed, 1984)
- A Manual of structured Experiences for Cross-Cultural Learning (Weeks, Pedersen and Brislin, 1987).

Other materials are adapted from those developed by trainers at our demonstration sites and by Tamas Consultants in Ottawa, Ontario.

Simulations and other similar activities may be used for warm-up or later in the workshop to solidify participant understanding and awareness. In planning, the trainer must leave ample time for follow-up discussion. Without adequate time for processing the experience through discussion, the value of the activity may be lost or participants may go away misinformed. It is important during discussion for the trainer to keep in mind that people's comments about the way others communicate are made as the result of culturally-based perceptions or interpretations.

For example, a participant may comment that *"these people giggle at inappropriate times."* The facilitator must recognize and acknowledge the evaluative nature of that comment, helping participants understand such cultural behavior as different from their own and assisting them to see it from a non-judgmental and non-ethnocentric view. This may be done through responses such as,

> *"Their laughter may seem inappropriate, but in their culture it can signify many things: suffering, embarrassment, nervousness and so on. . ."*

The trainer, thus, uses the discussion time to help participants perceive valuable points and learn important culture specific information. Care must, of course, be taken to convey an attitude of acceptance and collaboration. Trainers must show respect for where each individual is in terms of her or his level of cultural awareness. The goal is to dignify each participant's comments while at the same time broadening everyone's vision. Follow-up discussion may include the following:

1. **Responses from members of each group,** elicited by a general question such as *"What happened?"* Here the trainer should guide participants to describe the event in a non-judgmental manner, pointing out, where necessary, that one may not immediately understand another person's style of communication and may ascribe incorrect motives to the person.

2. After getting participants' observations or descriptions of the event, **ask questions designed to elicit feelings:** *"How did you react to your partner and to the communication?" "How did you feel?"* Record these reactions on a board or flip chart for later discussion.

3. Ask, *"Why did we do this?"* Share with the group any information that may help to **clarify the purpose of the activity.** For example, in an activity such as the communications style simulation, show that each group was acting out aspects of the communication styles of various cultural groups. Have participants help identify specifics from different groups: eg. American direct eye contact.

4. **Have participants share examples of verbal and nonverbal style differences they may have observed** at work or in social situations.

5. **Summarize by reading participants' feelings recorded on the flip chart,** making connections between feelings experienced in the activity and those in reaction to situations in real life.

These steps are general suggestions. Some activities provide specific suggestions for follow-up discussion geared to the goals of the activity. For others a general sharing of experiences carefully guided by the trainer in such a way that judgmental behavior or stereotyping are avoided or defused may be used.

Examples of Cross-Cultural Activities

We present descriptions of a few activities that may be used to meet various objectives in cross-cultural training.

Figure 8.7 displays the list of these activities.

FIGURE 8.7: List of Cross-Cultural Activities

#1 Tag Game
#2 Stereotyping
#3 Communication Styles
#4 View and Discuss a Film
#5 Critical Incidents
#6 Some People I Know
#7 Language Immersion Experience

Having studied the steps in planning and implementing a workshop and having looked at sample activities, you may find the sample plan for a manufacturing company in Exhibit 8.1 a useful tool as you design your own workshop.

Summary

Whenever a multicultural workforce exists there are cross cultural communication issues. These may often be subconscious, affecting communications and job performance in subtle and not-so-subtle ways. Cross-cultural training that provides experiential exercises, designed to heighten trainees' personal cultural awareness and provide them with insights and strategies for improved cross-cultural communication, is an important step in the process of moving the worksite toward becoming a place where all can contribute to their full potential.

Activity #1

TAG GAME Purpose: as a warm-up and also to lead to a discussion of ethnicity, in-group/out-group behavior.

Three shapes (triangle, circle, square, for example) are cut from different colors of paper, using 3 or 4 colors for each shape. Shapes are placed in a bag. Each participant picks one piece and attaches it to a visible place on her or his clothing. Without talking, people are to look at their tags and get together into groups. People will go to similar shapes or sizes or colors, or they may produce chain groups, e.g., a red circle with a red square and a yellow square. After they have grouped once, tell them to break up and re-group.

This activity may be repeated using various shapes cut from a variety of materials: gift catalogues, comics, newspapers, candy bar wrappers, graph paper.

DISCUSSION: Discuss what the participants felt they were doing: What kinds of groups did they make? Were there any chains? Was anybody left out? Were there any "outsiders?" Did anyone in a group feel that a member did not belong? How is this activity analogous to cultural grouping?

(Hemphill and Low, 1984, pp. 62-63)

Activity #2

STEREOTYPING Purpose: to become aware of how people form stereotypes. If some participants are reluctant to reveal their prejudices, don't push them, they can learn by thinking about the process.

Select pictures from magazines or photographs of people of different ages, ethnicities, racial types, occupations, and so on. List on newsprint adjectives such as: strong, sick, weak, healthy, hardworking, rich, lazy, poor, loyal, single, disloyal, married, funny, honest, serious, dishonest, happy, good in English, sad, bad in English. Have participants look at the pictures and write applicable adjectives under each. Then ask participants to look around at the workshop participants and decide without talking which adjectives apply to whom. Assure participants that they do not need to tell anyone their thoughts.

DISCUSSION: How did you know which adjectives to apply to which person? Talk with someone you don't know in the group. Ask them questions to determine if you were right about them: Are you married? Serious? Strong? Think about how you formed your impressions and how accurate they were. What problems arise when we form impressions of people that are not true?

(Adapted from Hemphill, Pfaffenberger and Hockman, 1989, p. 24)

Activity #3

COMMUNICATIONS STYLES Purpose: to provide experience with differing verbal and non-verbal communications styles.

Divide large group into two smaller groups, A and B. Tell the group members to choose a partner from the other group and converse with him or her for about 3 to 5 minutes. Assign a topic of conversation, such as: Get to know your partner and find out how he or she likes to spend free time. Give members of each group special instructions describing a "rule" they must follow in communicating with the person from the other group. For example, instruct group A to avoid eye-contact when speaking to partner and not show any emotions or reaction when she or he is speaking. Instruct group B members to stand about six inches closer to partner than normal and to use gestures often when speaking.

DISCUSSION: Ask participants what happened, how they felt, and what they learned from the encounter.

(Adapted from Hemphill and Low, 1984, pp. 10-11)

Activity #4

VIEW AND DISCUSS A FILM

Purpose: to better understand values in American culture and a contrasting culture.

Show a film, such as Becoming American, that gives insights into an immigrant culture. Provide participants with worksheets on which to write down information on the Attitudes and Values of Americans and the Attitudes and Values of the Contrasting Culture (in this instance Hmong). Topics in contrast are: the family (definition, roles within the family, and expected attitudes toward outsiders); the individual (responsibility, independence, importance of group, attitudes about privacy, personal opinions, personal achievement and distinction), and the supernatural (importance of the supernatural in the daily life of an individual).

DISCUSSION: Discuss with the group their responses on each worksheet.

(Contributed by Gilman, Tacoma Community House, Tacoma, Washington)

A segment (in which directions are given for using a washer and dryer) from the film, El Norte, may be used. The group identifies the issues that facilitate or hinder giving directions in this cross cultural transaction.

(Contributed by Pat Eliason, Project DIRECTIONS, Edina, Minnesota.)

Activity #5

CRITICAL INCIDENTS Purpose: to provide experience in analyzing critical incidents and attempting to reach a consensus within a group regarding the incident.

Develop ten to twenty critical incidents -- short accounts of a cultural event whose outcome has cross-cultural significance. Select 3 to 5 that are particularly relevant for the worksite or to issues that have come out during the training. For each incident have participants note down their response to the situation, including why they think the people involved behaved as they did, what the feelings of each person involved might be, and why the situation occurred. Ask them also to write how they feel about this and what they would do about the situation.

Examples of critical incidents were given earlier in this chapter when we discussed the situation of the employee who waited for his supervisor to give him directions rather than keeping busy, and the manager who placed priority on chatting with customers.

DISCUSSION: Discuss with the group their written responses or eliminate the writing step and simply hold a discussion. Help the group to identify the cultural factors that might be at work in the situation.

(Adapted from Weeks, Pedersen and Brislin, 1987, p. 20)

Activity #6

SOME PEOPLE I KNOW Purpose: to provide the opportunity to share personal opinions, explore stereotypical attitudes and become aware of how attitudes affect communication.

Write on newsprint or handouts the following statements: "They are always. . ." "I have a hard time understanding them when they. . ." "I wish they would. . ."

Variation 1: Take 10 minutes per statement, elicit voluntary responses from group in rapid-fire succession, record answers on newsprint.

Variation 2: Divide group into subgroups of 4 or 5 members. Distribute worksheets to each member of group. Ask for a recorder and reporter from each group. Allow 5 minutes for participants to complete the three statements on their own, another 5 minutes for small group discussion, and 10 to 15 minutes for the reporters from the subgroups to discuss their responses and open them up for general discussion.

Variation 3: Have each participant write down his or her own responses and give them to the trainers to put on newsprint or the chalkboard. This anonymity may be especially helpful in situations where people for any reason are reluctant to be open about their thoughts. (Variation 3 was contributed by Laura Romstedt, Fairfax County Public Schools, Fairfax County VA)

DISCUSSION: Bring out common themes and relate them to how these attitudes act as a red flag during any communication process. Raise questions such as: How do you think these attitudes affect intercultural communications? What do people generally do when their point is not understood the first time by "foreign" employees? Why do you think they always. . ? (Take common statements completed by the group and use them to pose problem questions.)

(Adapted from Reed, 1984, p. 46)

Activity #7

LANGUAGE IMMERSION EXPERIENCE

Purpose: to become aware of the difficulty in communicating in an unfamiliar language, understanding the feelings of individuals who are unable to communicate in a foreign language, and empathize with co-workers who do not speak English well. Particularly suitable to worksites where many workers have limited-English proficiency, leading to frustration and misunderstanding on the part of all concerned.

Time: 10 to 30 minutes.

Select a language not known to participants, preferably one with a script different from that of English. Select work-related content area of interest to participants. Teach content orally in the new language for 5 to 7 minutes, have one participant write a few words on newsprint and ask the remainder of the group to write it down. Summarize by having participants repeat new vocabulary after you. If time is limited have a 3 to 5 minute description of a job procedure in the new language, using little by way of visual aids or gestures.

DISCUSSION: Ask participants what their experience was, how they felt about it, and question them on their behavior during the activity: laughing, speaking English to one another, etc. Relate the experience to that of LEP workers.

(Adapted from Reed, 1984, pp. 62-66)

NOTE: If time is short, you may distribute a job application or class registration form that has been translated into a language such as Chinese or Arabic having a different script from English. Without commenting, allow participants one to two minutes to struggle with the material. Then discuss their experience and relate it to that of LEP workers.

(Contributed by Joyce Lin, Hacienda La Puente Adult Education, Hacienda Heights, CA)

EXHIBIT 8.1: Sample Workshop Plan

Company:	C-Technologies, Limerock, New Hampshire
Product:	Automobile instrument panels
Jobs:	Assemblers and packers.

Needs Assessment Results

Assembly and packing operations are performed by work teams consisting of 10 to 12 members per twelve-hour shift. About 1/3 of each team is Southeast Asian. The rest are largely local rural New Hampshire people, most of whom have lived in the area all their lives. The Southeast Asians are all male, the Americans about equally divided between male and female workers. About half of the supervisors in the shop are female. All workers have passed performance exams which demonstrate that they can successfully perform all job tasks required. Problems exist in the way the work teams function, resulting in low morale and inability to meet production quotas.

American workers complain that Southeast Asians do not cooperate by helping team mates when they fall behind in their assigned job tasks, but rather stand around or take unscheduled breaks when their own work is caught up. Americans also perceive the Southeast Asians as not caring about the team because they do not contribute to problem solving discussions during team meetings and when assigned to report on team performance their reports are superficial, glossing over any problems. Also they keep to themselves during breaks talking in their own languages.

Southeast Asian workers complain among themselves that American teammates, especially the females, are bossy, and that there are too many bosses. They are confused because the supervisors allow that to happen. Also, they are not sure whom they can trust at team meetings and are surprised that American teammates speak frankly about problems at meetings.

Cross-Cultural Issues Identified

Based on the information described above, the trainers identified several culturally-based differences in perceptions regarding appropriate behavior in the workplace, including differences in ideas about appropriate roles for supervisors and workers and for women and men. In general, Southeast Asian cultures encourage workers to act on explicit instructions of supervisors and believe it is disrespectful for workers to take initiative beyond what they have been instructed to do. Secondly, criticism is considered to be discourteous and undesirable in such cultures whereas constructive criticism was encouraged during troubleshooting and problem solving sessions at team meetings.

The concept of team production units run by the workers themselves is new to American workers as well as to Southeast Asians thus all are learning new group process skills. Differences in communications styles between the two cultural groups and the newness of the concept of workers having input into planning and production are two sources of tension resulting in a lack of trust among the workers.

Finally the issue of different beliefs concerning appropriate behavior for women between the Americans and the Southeast Asians was also causing misunderstandings.

Based on the above information, the trainers decided upon the following objectives for the workshop intended for workers and supervisors of both cultural backgrounds.

Workshop Objectives

1. Basic understanding of what culture is and how we stereotype behavior based on cultural values.

2. Understanding some of the differences between American and Asian cultures.

3. Understanding some specific issues for this workplace:

    a. roles of supervisors and workers,
    b. roles of women and men,
    c. giving and receiving criticism, and
    d. suggesting solutions to problems.

Workshop Activities

The activities listed were decided upon in relation to the objectives above. A later section describes the activities in more detail.

Objective 1. **Basic understanding of what culture is and how we stereotype.**

Tag game and/or communications styles simulation.

Mini-lecture on dimensions of culture.

Objective 2. **Understanding some differences between American and Asian Cultures.**

Film: Becoming American.
Fill out worksheets in small discussion groups.
Discuss in large group.

Mini-lecture: Contrast Cultures.

Objective 3. **Understanding some of the specific issues for this workplace.**

Activity: Some People I Know.

Discuss.

Activity: Problem Posing with Critical Incidents.

Prepare ahead of time creating examples based on needs assessment or ask group for examples.

Discuss.

Mini-lecture: Analyzing a cross-cultural communication incident: tools for doing so.

Homework: Next time you find yourself in a cross-cultural situation in which the other person's behavior makes you angry or uncomfortable, try the suggested steps for analyzing the incident and attempting to see the situation as a communication challenge rather than a right/wrong situation. (See Figure 8.5)

Sample Agenda

C-Technologies, May 10 , 9 a.m. to 3 p.m.
Trainers: Pauletha Jones, Kim Tong

Participants: Supervisors, trainers, assemblers. Teams 1 and 2, Shift 1.

Introduction
Objectives of Training
Warm-up Activity
What is Culture? Mini-lecture
    Level 1--the surface level
    Level 2--the unspoken rules of culture
    Level 3--the unconscious rules of culture
What is culture? Film:
    "Becoming American" Story of a Hmong refugee family
    Process film: using worksheets, individually and as group

LUNCH

    Activity: "Some people I know"
        Worksheets, Discussion.
    Mini-Lecture--Analyzing a cross-cultural incident
    Problem Posing--Critical Incidents
    Discuss.
    Wrap-up, summary--tools for ongoing work in cross- cultural communication.

    Evaluation

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GLOSSARY

Bilingual Vocational Training (BVT) Job training for persons of limited English proficiency in a program which has these key characteristics: 1) Vocational skills instruction that is made comprehensible to the LEP learners through the use of a bilingual instructor, or through other strategies such as bilingual teacher aides, peer teaching, or specially adapted materials; 2) ESL training that is concurrent with the vocational skills training and which is geared specifically to the communication needs of the vocational area and the specific workplace; 3) Close coordination between vocational and language components; and, 4) Support services geared to the needs of the LEP participants.

Cloze technique A method for estimating whether or not an individual will be able to read (or, to some extent, to write) material of a certain type. The technique involves selecting a written passage of about 150 to 200 words, removing words selectively and putting a blank line in their place. Then the individual attempts to read the passage and fill in, orally or in writing, the blanks.

Criterion-referenced test A test whose items are tied to specific objectives. An individual's performance on such tests is compared with some preset content definition of mastery, rather than with the performance of other people.

Cross-cultural training Training targeted usually for native English-speaking supervisors and coworkers of the LEP employees, which provides participants with the ability to develop cultural self-awareness -- to recognize the cultural influences in their own personal values, behaviors and thinking processes; and to develop an awareness of other cultural frameworks. Another type of cross-cultural training enables the LEP persons to gain awareness and understanding of the mainstream culture.

Curriculum The plan for deciding on, developing and delivering the instructional component of the program, and the result of that plan. This includes setting instructional goals and objectives, developing and sequencing content topics, deciding on teaching approaches and methods, assessing students' proficiency levels, developing materials and planning lessons to meet objectives, using the desired content and at the appropriate level(s) for the students.

Partnership Formal collaboration and resource sharing by two or more organizations in meeting a common objective.

Performance objective statement A statement which describes the conditions under which a particular objective is to be met, the desired behavior or performance and the criteria by which the trainee will be judged.

Standardized test A test constructed to represent a systematic sample of performance obtained under prescribed conditions, scored according to definite rules, and capable of evaluation by reference to normative information.

Support services Assistance provided to employees to enable them to participate in training programs, e.g., bilingual counseling, paid release time for training sessions, and arranged car pools when transportation is needed.

VESL Vocational Education as a Second Language is an approach to teaching or learning English that involves learning the terms, concepts, and language usage within a vocational skill context -- for example, in the food trades or in clerical skills.

Workplace literacy The integrated use of reading, writing, listening, speaking, mathematics and related cognitive skills to perform job-related skills. This often requires the application of prior experience.

JOB-RELATED LANGUAGE TRAINING FOR LIMITED ENGLISH PROFICIENT EMPLOYEES:

A Guide for Decision Makers in Business and Industry

by
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INTRODUCTION

Employers face a critical challenge in the 1990s and beyond -- the changing American workforce and workplace. By the year 2000:

- eighty per cent of all new entrants into the workforce will be women, minorities or immigrants
- many will have limited English language skills
- many will be lacking in formal education and training

The nature of work is changing as well:

- manufacturing jobs are declining while the service sector is expanding
- entry-level jobs will require workers with much greater language, math and analytical skills

If current trends continue there will be fierce competition for those new workers who are skilled enough to handle the new tasks and technology.

Employers have long been convinced that investing in training of workers is worthwhile. Currently, employers spend about $30 billion on job training and retraining, and one in every eight Americans receives at least one formal training course each year. Many employers have experience with training English speaking employees in job skills, *but few are experienced in providing training for limited English proficient (LEP) workers in a systematic and effective fashion.*

To take advantage of the demographic shift in the workforce, employers should seriously consider creating training programs specifically designed to serve the LEP worker. This ***Guide for Decision Makers in Business and Industry*** provides a quick overview of the most important features of such a training program. It is designed to give readers the information they need to both understand what the training program would look like, and to decide how or whether to proceed to develop their own program. The guide is the companion piece to ***A Handbook for Program Developers,*** which presents detailed information on program development and implementation.

A Guide for Decision Makers in Business and Industry

TABLE OF CONTENTS

Section 1. Training the Emerging Workforce 1

Provides you with an overview of the characteristics of the changing workforce and increasing job skill requirements. Helps you consider the implications for your business.

Section 2. Job-Related English Language Training 5

Makes you a "5 minute expert" in language training and its relationship to job skill training. Helps you consider the implications for your employee training program.

Section 3. Recruiting and Retaining Workers in Training Programs 9

Describes the nature of education/private sector partnerships and how they can be structured to help you achieve your employee training goals. Assists you in decision making.

Section 4. Creating a Partnership 13

Familiarizes you with the kinds of assistance that may be needed to assist LEP workers during and after training. Aids you in analyzing the assistance your workers need.

Section 5. Developing an Action Plan 17

Guides you through a planning process for developing an effective training program for LEP workers.

Glossary 23

References 24

Section 1:

TRAINING THE EMERGING WORKFORCE

Skill requirements of jobs are increasing due to advancing technology, restructuring of production methods, and certification requirements.

Workforce training will increasingly consist of retraining and remedial training.

Private industry must address both language and job skill requirements when creating employee training programs.

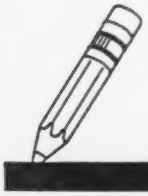
Model training programs that combine language and job skills have been developed and have proven effective for training LEP workers.

The United States is experiencing a shortage of qualified workers. Due to declining birthrates, there are fewer young adults entering the workforce. Many of the new entrants to the workforce will be limited English proficient (LEP) workers lacking the basic skills needed to be retrained or to advance on the job. Annually, 1.3 million refugees and immigrants (a large percentage of whom are in the 15 to 29 age group and therefore prime workforce candidates) continue to expand this LEP population in the workplace.

At the same time that workers' basic skills are declining, a number of complex factors are resulting in higher job skill requirements.

- Many jobs are being upgraded as a result of technology advances. For example, the Commerce Department estimates that electronics-related industries will find that any set of worker skills may be obsolete in 5-to-10 years.
- More than half of the forecasted "new jobs" will require education beyond the high school level.

A final implication for any training for LEP workers is the need for bilingual support in explaining some of the more complex aspects of the training. Providing some information in a familiar language enables the trainee to grasp the total picture more clearly and thus to be more effective on the job, particularly when problem-solving and independent decision-making are required. Also, LEP workers along with their managers and coworkers may require some cross-cultural training to clarify the expectations of their employers in the context of the American workplace.



Employers who are satisfied with the job performance of their employees are likely to find it preferable to provide job and basic skills training to these workers rather than incur the expense of hiring new employees.

With a partnership, the job or technical skills training continues to be provided by the employer, while the educational partner plans and implements the accompanying language and literacy training. Such an approach often provides the most cost effective and efficient approach to offering focused job training for LEP workers.

- Increasingly, workers will also require training in decision making and problem-solving skills as the restructuring of production areas creates a need to enhance worker skills in team building, time management and negotiating.
- In some jobs, contractors are now requiring that factory workers pass certification examinations in order to work in certain production areas.

While many employers of LEP workers are happy with their overall job performance, they realize that these workers lack the basic skills, particularly English language skills, needed for retraining or promotion. Job and technical skills programs must be designed to take into account these workers' limited English proficiency and to improve language and communication skills during training. Effective program models for training LEP workers have been developed that feature concurrent job training integrated with English language, literacy, and basic skills instruction.

Increasingly corporations are forming partnerships with educational service providers, such as community colleges, community based organizations, or adult education programs, as a cost effective way to provide such instruction. In these partnerships, the educational partners generally provide language instructors to work with corporate trainers and supervisors to coordinate and implement the instruction. Such partnerships result in a highly focused and relevant training program for LEP employees.

Often a literacy task analysis (a structured sequence of observations of, and interviews with, experienced fully English proficient workers performing the jobs which trainees are performing or being prepared for) will be invaluable to this educational effort. This analysis enables language instructors to collect forms and documents, job-related terminology, and data on the types of communication required for effective job performance. When this information is used as a basis of the training, workers experience optimal gains in job-related literacy and language and are able to apply their new skills both to the benefit of their employers and themselves.

Checklist of WORKFORCE ISSUES

1. Do you currently employ a diverse workforce that includes LEP employees?

____ YES ____ NO

2. Can you identify LEP employees whose general job performance makes them desirable candidates for retention and promotion?

____ YES ____ NO

3. Are your LEP workers currently employed in positions that require additional training for which they lack sufficient English language and literacy skills?

____ YES ____ NO

4. Can you trace product defects, accidents, or production problems to errors related to workers' poor reading, writing, communication or math skills?

____ YES ____ NO

5. Are you in a position of wanting to provide job skills training but uncertain about how to proceed with the language and literacy skills training?

____ YES ____ NO

If you checked "YES" to any of these items, then your organization will probably benefit from initiating job-related English language training. The next section describes several training approaches that have been proven to be successful with LEP employees.

Section 2:

JOB-RELATED ENGLISH LANGUAGE TRAINING

Effective workplace English language training for LEP employees involves:

- **job-specific language and literacy**
- **language of the workplace**
- **relevant general English**
- **expedient use of workers' native languages**
- **related cross-cultural issues**
- **support for job or technical training**

All aspects of the training must be closely coordinated with management, labor, and HRD. Successful programs require on-going modification through evaluation of the curriculum development and training delivery processes.

Success in the workplace requires "functional literacy" or the competence to meet the requirements of work performance, including comprehension, communication, and the ability to use knowledge gained through reading. Various research studies have estimated that more than 27 million adults in the U.S. are functionally illiterate. Limited English proficient (LEP) adults often find themselves in this category.

An increasing number of businesses and corporations have initiated job-related English language training for LEP employees. These training programs cover a broad spectrum.

- Orientation training for new employees focuses on company procedures, organization and benefits. For example, new employees are introduced to basic safety precautions in a training session led by a bilingual supervisor who uses the LEP employees' native language to explain the safety rules and then teaches the basic safety steps with essential English terms.

- Some programs target LEP employees in entry-level jobs and provide the necessary language skills for their promotion. For example, a Sheraton Hotel in Hawaii recently promoted eight workers who had completed its English in the workplace program to supervisory positions.

- Other programs focus on improving the skills necessary to improve the general quality of production. For example, supervisors at a manufacturing firm in Seattle reported increased employee competence in doing paperwork and in decision making, as a result of their workplace program.

- Another emerging type of LEP employee training effort develops employees' abilities to meet American workplace expectations and other cross-cultural issues through language training in peer conversations, committee presentations, and interpersonal communications for project leaders.

As stated in the previous section, an effective way of providing training is to coordinate it closely with the skills required for employees' current jobs and the jobs to which they might be promoted. For this reason, the language trainers need to become as familiar as possible with the workplace and the jobs in which their trainees are employed. They also should be made aware of any planned job restructuring or new technology, since these will affect the language and literacy requirements on the job.

In the planning phase of the program, the educational coordinator and instructors should:

- meet with management, labor representatives, human resources personnel, and employee supervisors to identify those management functions and job tasks that are difficult to accomplish with LEP workers

- be given a tour of the workplace

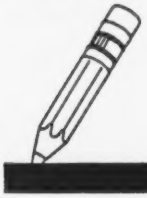
- perform a language and literacy task analysis observing and interviewing workers on the job and collecting job-related literacy materials

By these means, planners and trainers can establish realistic goals for the program. They can then create a curriculum to meet these goals, setting specific instructional objectives for lessons, and developing instructional materials closely related to the language and literacy tasks entailed in performing the job. These may include, for example, handling customer complaints, filling orders, completing forms or making graphs.

The language instructor may also need to address other workplace language and literacy skills such as those related to personnel functions (for example, calling in sick or filling out health insurance claims forms) or more general English skills (such as making a suggestion, asking for clarification or writing a note to one's supervisor).

An expedient way to introduce more complex concepts (for example, understanding a mechanical process or the health benefits package) is to use the workers' native language(s). Bilingual instructors, coworkers, supervisors, or written materials (if the workers are literate in their native language) can facilitate this process. Cross-cultural issues such as differences in time, eye contact, personal space, employee/supervisor interaction, also need to be addressed in the training.

Planning for all phases of the program, including goal setting, implementing instruction, and program evaluation must be closely coordinated with management, labor, and with job trainers.



Clearly stated job-related goals are essential to the success of a workplace language and literacy program.

Close coordination between job and language trainers will bring company resources together to work on common goals, resulting in an improved workplace climate and worker productivity.

Turnover rates for entry-level workers can be reduced and their chances for promotion increased by a well-planned workplace language and literacy program.

Checklist of JOB-RELATED ENGLISH LANGUAGE TRAINING ISSUES

1. Do your LEP workers need additional English language skills for handling new technologies, relating to coworkers and supervisors, and/or dealing with the public?

   ______ YES ______ NO

2. Is more language and literacy instruction needed than is provided in your current job training?

   ______ YES ______ NO

If you answered "YES" to either of these questions, then you have identified a need for job-related language training in your workplace.

3. Do you have the capacity to do the literacy task analyses, develop a job specific language and literacy program and train LEP workers using effective methods and techniques?

   ______ YES ______ NO

4. Do you have trainers who are willing and able to use the native languages as instructional tools?

   ______ YES ______ NO

5. Do you have trainers with the capacity to identify and address cross-cultural communication issues?

   ______ YES ______ NO

If you answered "NO" to any of these questions, proceed to the next two sections for information on developing this type of training.

Section 3:

RECRUITING AND RETAINING WORKERS IN TRAINING PROGRAMS

Many LEP workers are reluctant to participate in skill training programs. The reason for this reluctance is not always apparent to the employer.

Most of the barriers to LEP worker program participation can be eliminated through careful planning.

Involving supervisors, union leaders, coworkers, bilingual staff, and an educational partner (if one is used) in the planning process is important. They can help identify barriers and provide necessary coordination and support to overcome those barriers.

Education agencies and other community organizations can usually identify and provide a variety of support services for LEP individuals.

A recent study of the perspective of business executives on literacy in the workplace identified barriers employers believe prevent workers from signing up for workplace literacy programs. Most of these seem to revolve around workers' fears of losing their jobs if their low literacy skills are discovered. Limited English proficient (LEP) workers are usually not able to conceal the limitations of their language and literacy skills. Thus, their anxieties are more likely to be related to losing face among their peers or fear of failing to make sufficient progress during the training.

Other barriers to program participation for LEP workers are often connected with the scheduling of the training program. This is especially true if the sessions are not scheduled during their regular work hours.

Issues likely to arise include:

- family obligations, including child care arrangements
- transportation arrangements
- inability to concentrate in class due to fatigue

A more subtle barrier for this segment of the workforce arises from the LEP employees' attitudes toward learning and their perceptions of themselves as learners. In many countries, a person holds the same job throughout life. The possibility of promotion on the job or of combining education with work may not be a part of LEP employees' cultures. As such, LEP workers may not be aware of how a program may help them. They may not know the career or promotion opportunities open to them within the company and may be unaware of the qualifications necessary for promotion.

The barriers to program participation and completion for LEP workers can be minimized by anticipating them ahead of time and by making use of bilingual staff. The more information you have during the planning stage of your program about the kinds of assistance workers will need, the better. You may gain much of this information through talking with supervisors and through having the LEP workers themselves interviewed in their own languages. A bilingual staff member can explain the proposed program to workers and ask them specific questions to determine what support they need in order to attend. Union members may also serve in this capacity as peer counselors. Ask about:

- **Personal circumstances:**
  Will family responsibilities interfere with class attendance?
  Is childcare a problem?
  Will transportation arrangements be affected?

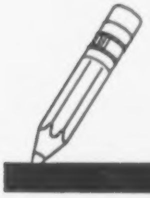
- **Attitudes about learning and personal opportunities:**
  Are LEP employees aware of promotion opportunities and requirements?
  Are there cultural barriers to program participation, e.g., not understanding that in America adults continue to study and often both work and go to school?

- **Circumstances in the workplace:**
  Do both management and line supervisors support the workers' participation in the program?
  Do coworkers understand and support the program?

Once you have answered these and other questions it will be helpful to draw up a list of needs and responses that either your organization or your educational partner can make in order to prevent the need from becoming a barrier to program participation. The list might include the following:

Need	Response
transportation arrangements	• provide busfare or rides • on-site training
awareness of promotion opportunities	• present program concept • native language(s)
supervisor support	• involve supervisors in planning
union support	• involve union in planning
loss of pay or worktime	• offer release time or financial support • initiate bonus program
pressure of workload	• coordinate schedule between management/education

A final word: initial needs assessment and planning will remove obstacles to program participation, but the ongoing support of a bilingual coworker, personnel officer, or trainer may be important throughout the program. This will ensure that any new difficulties that arise do not result in workers dropping out of the program.



Careful planning to identify barriers to worker participation and to provide necessary assistance is essential to recruiting and retaining LEP workers in training programs.

Checklist of RECRUITING AND TRAINING ISSUES

1. Have you or your educational partner built into the planning process a needs assessment for identifying barriers to program participation for LEP workers?

   ______ YES ______ NO

2. Have you talked about scheduling classes during the workers' regular shifts and paying them to attend classes?

   ______ YES ______ NO

3. Have you planned ways to explain the benefits of program participation to your LEP workers?

   ______ YES ______ NO

4. Have you identified resources in the community to provide assistance not available at the worksite?

   ______ YES ______ NO

If you have answered "YES" to the questions above, you have taken appropriate steps to provide support for program success. The next section on partnerships will describe further resources for your consideration.

Section 4

CREATING A PARTNERSHIP

Partnerships involve shared resources and mutual benefits for all participants.

Up front analysis, careful planning, and mutual commitment will yield a strong and effective partnership.

Partnerships have proven successful for workplace learning.

Public/private partnerships have long been effective tools for improving schools. More recently partnerships have been developed to address job training needs for low-income, minority and other special need populations, including LEP adults. These partnerships involve the cooperation of:

- private industry
- vocational schools and community colleges
- community based organizations
- federal and state governments

Funds via the Job Training Partnership Act (JTPA), the Perkins Vocational Education Act (VEA), or the Adult Education Act are generally combined with corporate expenditures.

There are beginning to be more and more partnerships between educational agencies and companies to provide basic skills or technical training for employees. Many of these new partnerships are focusing on training for LEP employees.

The benefits of partnerships focusing on English language and literacy instruction are similar to other partnerships: shared resources, increased funding, increased knowledge and skill, and improved participant performance and satisfaction.

TEN STEPS FOR CREATING A PARTNERSHIP

ASSESSING YOUR ORGANIZATION

STEP 1. Assess the needs and resources of your own organization.

STEP 2. Define goals and issues for the partnership. Target participant groups.

FINDING A PARTNER

STEP 3. Investigate the resources and capabilities of local educational agencies.

STEP 4. Choose a partner and commit to building a partnership. Organize a joint planning team.

PLANNING AS PARTNERS

STEP 5. Analyze issues and goals. Find out what has already been done in relation to training LEP employees and what existing models and curricular approaches might be used or adapted.

STEP 6. Identify options and establish short- and long-range plans.

STEP 7. Make a formal commitment and establish funding resources.

WORKING AS PARTNERS

STEP 8. Implement training programs.

STEP 9. Evaluate outcomes.

STEP 10. Identify new initiatives and activities.

In partnerships for language and literacy instruction, the company gains a more literate, skilled and motivated workforce. As a result, corporations are often able to:

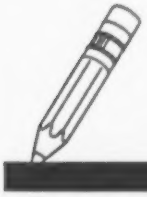
- reduce turnover and training costs
- improve productivity, product quality, competitiveness, and customer service
- gain instructional expertise
- establish closer ties with educational agencies and the community

The educational institution gains:

- funding for their instructors and programs
- closer ties with the business community
- expertise in vocational fields
- continued or expanded service to adult populations served by their other programs

By working together the partnership may attract state and federal funding, such as workplace literacy grants. The partners also gain advisory expertise from community, educational and business leaders to which it would otherwise have more limited access.

The checklist will help you decide if you want to pursue a partnership. If the answer is yes, follow the steps for creating a partnership. The four stages: (a) assessing your organization, (b) finding a partner, (c) planning as partners, and finally (d) working as partners are divided into ten steps. In practice this sequence is really cyclical. Once you reach step 10 you will probably want to develop new partnership initiatives at step 5, or even new partnerships beginning at step 1.



Partnerships provide cost effective training for LEP employees.

Partnerships bring in needed resources to provide a more literate, better trained and more motivated workforce.

Day to day effort and long-term commitment along with effective coordination are required for successful partnerships.

Checklist of PARTNERSHIP ISSUES

1. Does your corporation require expertise and resources to:

perform language and literacy task analysis?
___ YES ____ NO

develop job-related English as a second language curriculum?
___ YES ____ NO

adapt technical or management development training programs for LEP employees?
____ YES ____ NO

2. Does your staff have sufficient experience in:

bilingual and bicultural training facilitation?
____ YES ____ NO

cross-cultural issues to train LEP workers effectively and to promote their full participation in your organization's future endeavors?
____ YES ____ NO

3. Do you have the resources required to provide:

effective support services for LEP program participants?
____ YES ____ NO

logistical planning for and implementation of the programs?
____ YES ____ NO

These are the types of resources commonly sought after by HRD executives who are developing job-related language programs. The action steps in the last section will be a valuable resource for program development.

Section 5

DEVELOPING AN ACTION PLAN

STEP 1: GATHERING THE FACTS
STEP 2: DECIDING WHETHER TO HAVE A PARTNERSHIP
STEP 3: ASSESSING NEEDS
STEP 4: DESIGNING THE PROGRAM
STEP 5: PLANNING INSTRUCTION
STEP 6: DEVELOPING A BUDGET
STEP 7: PROVIDING EVALUATION

Having considered the information presented in each of the previous sections, you are now ready to develop an action plan for a training program for the LEP employees in your organization. The steps outlined in this section are not exhaustive, and their applicability will vary depending on your particular needs and resources. Shown below is an Action Planning Form that you can use to specify who in your organization, will do what, by when to implement each action step. The resources that can be brought to bear on each task and the constraints that may limit success can also be noted. In preliminary planning this information should be recorded for each step.

Action Planning Form

Who?	Will do what?	By when?	Resources (+)	Constraints (-)

For guidance in program development refer to the companion document ***Job-Related Language Training For Limited English Proficient Employees: A Handbook for Program Developers.*** At the end of each action step you'll find a reference note to the appropriate chapter(s) in the handbook for further details.

STEP 1: GATHERING THE FACTS

To determine the company's needs for the training programs, information about worker performance in the following area needs to be gathered:

- performance standards
- safety issues
- communications problems
- language and literacy needs
- certification requirements
- productivity and quality standards

You will also need to determine which employees you are targeting for participation. In so doing, the following scheduling issues should be considered:

- hours and shifts affected by the training program
- any negative effects on production quotas when releasing workers from work for class
- effect on program success of:
  - providing release time for workers to attend
  - asking workers to attend part or all of the training on their own time
  - making attendance mandatory
  - offering a bonus, raise or promotion to those completing the training

In addition, if your employees have a union, its perspective and support will be essential to ensuring program success.

NOTE: For further information, refer to handbook Chapter 1: Conceptualizing and Planning, Chapter 3: Removing Barriers and Chapter 5: Literacy Task Analysis.

STEP 2: DECIDING WHETHER TO HAVE A PARTNERSHIP

Whether you develop your own in-house program or whether you contract with a local educational agency to provide the training depends on your resources. If you plan a long term commitment of company resources to basic skills instruction for LEP employees, you may decide to develop your own program. Many companies are finding it more efficient to contract with a local education agency which has developed the capacity to:

- analyze the instructional needs
- design, develop, and deliver job-related curriculum
- provide cross-cultural training
- assess student performance

NOTE: For further information, refer to handbook Chapter 2: Training Partnerships.

STEP 3: ASSESSING NEEDS

In STEP 1, you addressed the company's needs for improved language and literacy skills for LEP employees. At this stage in program development, you will be assessing the needs of the group to be trained. You or your partner will want to ascertain the following information about your targeted LEP workers:

- ethnic language groups
- educational level
- English proficiency
- length of time on this job
- age, gender, physical handicaps
- literacy in the native language and in English
- need for assistance to attend program

NOTE: For further information, refer to handbook Chapter 4: Evaluation and Chapter 3: Removing Barriers.

STEP 4: DESIGNING THE PROGRAM

With your educational partner or your in-house trainer, during the program design phase of planning, you will be engaged in:

- identifying all appropriate, necessary program services
- deciding on training location and schedule
- identifying instructors
- developing a plan for providing instructor salaries, including time for worksite observations and curriculum and materials development
- deciding on employee incentives
- planning program evaluation

A final, critical step entails planning for coordination between management, supervisors, union officials, company trainers, and the program instructors. Frequent, on-going coordination among all key players open up opportunities and generate ideas for making the instruction relevant to the employees' job-related language and literacy needs.

NOTE: For further information, refer to handbook Chapter 1: Conceptualizing and Planning and Chapters 2 through 6.

STEP 5: PLANNING INSTRUCTION

The first step is to set specific instructional goals for providing:

- cross-cultural awareness
- language skills
- literacy skills
- technical skills
- related basic skills
- problem-solving skills

Next, your program staff must determine curriculum competencies and training outlines, preferably through conducting a language and literacy task analysis and interviewing management and employees. Once the curriculum is set, instructional materials are identified, adapted or developed for each group of trainees. Trainees may be grouped either by:

- language/literacy level, with different occupational goals
- occupational goal, with different levels of language/literacy skills

Finally, you and your educational partner or program staff must decide on what qualifications a trainee must have to enter the program and to complete it. Once these decisions have been made, program logistics such as arranging for class schedules, settings, facilities and equipment, and appropriate instructors can be done.

NOTE: For further information, refer to handbook Chapter 6: Curriculum and Chapter 7: Methods and Techniques.

STEP 6: DEVELOPING A BUDGET

You will need to develop a budget that addresses administrative, instructional and other costs. In a job-related language and literacy training program, it is important to budget for instructor time to conduct observations and interviews of workers, and to develop a curriculum and materials tailored to the specific needs of your worksite. You may want to include the cost or value of paid release time in the budget.

STEP 7: PROVIDING EVALUATION

This step is vital to the continued success of the program. You, your partner and your employees must be satisfied that the program is meeting its goals. You will want to look at:

- extent to which instructional and other goals were met
- cost effectiveness
- staff performance
- program participants' needs, progress, achievement, and subsequent job performance
- long term benefits to the company

NOTE: For further information, refer to handbook Chapter 4: Evaluation.

Do not be overwhelmed by the length of this list. We have spoken with and visited many employers who are carrying out successful workplace job skill and language training programs, and who have developed successful working teams or formal partnerships with educational agencies. We have developed a handbook and guide, having worked with nine demonstration sites over the past year whose experience is represented in these publications. This experience shows that a carefully executed action plan will result in a program with RESULTS.

GLOSSARY

Curriculum The plan for deciding on, developing and delivering the instructional component of the program and the result of that plan. This includes the setting of instructional goals and objectives, developing and sequencing content topics, deciding on teaching approaches and methods, assessing students' proficiency levels, and planning lessons to meet objectives, using the desired content and at the appropriate level(s) for the students.

ESL English as a Second Language is the teaching or learning of English for those whose native language is not English.

Limited English proficient (LEP) An LEP person has limited ability in speaking, reading, writing or understanding the English language. LEP persons lack of English language skills limits their abilities to fully participate in the English speaking culture, and to access such opportunities as vocational skills training. A bilingual person would not be considered LEP.

Needs Assessment The process of determining what a learner needs in order to achieve an objective, or what a program needs in order to accomplish its goals.

Partnership The formal collaboration and resource sharing by two or more agencies in meeting a common objective.

Support services Assistance provided to employees to improve their attendance and participation in training programs, e.g., bilingual counseling, paid release time for training sessions and arranged car pools when transportation is needed.

Workplace literacy The integrated use of reading, writing, listening, speaking, mathematics and related cognitive skills to perform job-related tasks. This often requires the application of prior experience.

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